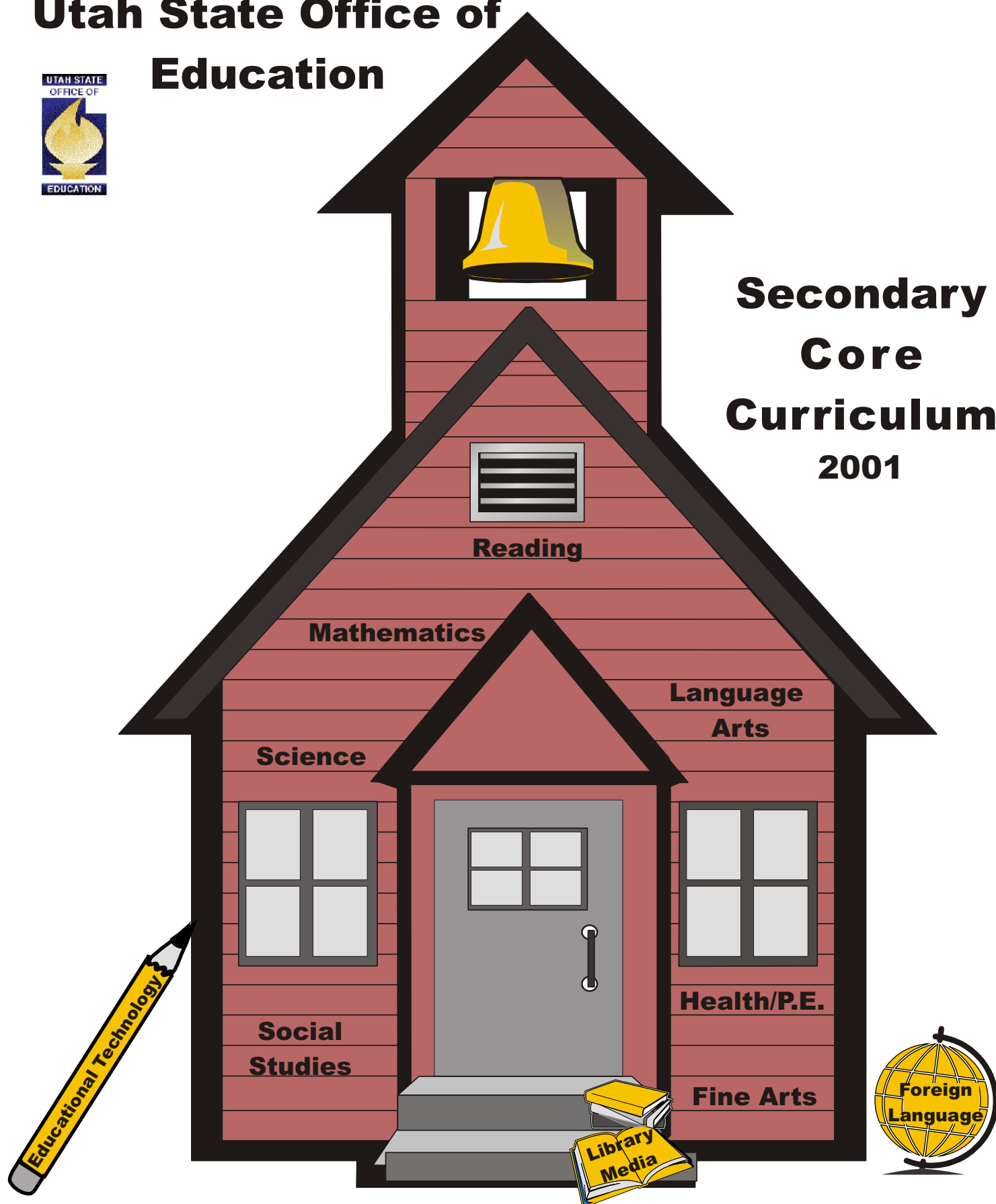


Utah State Office of Education



Secondary Core Curriculum 2001



Fine Arts 7-12

SECONDARY CORE CURRICULUM

FINE ARTS 7-12

UTAH STATE OFFICE OF EDUCATION

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1/3/05

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INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

R277. Education, Administration.

R277-700. The Elementary and Secondary School Core Curriculum.

R277-700-1. Definitions.

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

L. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N. "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O. "USOE" means the Utah State Office of Education.

P. "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

R277-700-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

R277-700-3. Core Curriculum Standards and Objectives.

A. The Board establishes minimum course description standards and objectives for each course in the required

general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

R277-700-4. Elementary Education Requirements.

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

- (1) Grades K-2:
 - (a) Reading/Language Arts;
 - (b) Mathematics;
 - (c) Integrated Curriculum.
- (2) Grades 3-6:
 - (a) Reading/Language Arts;
 - (b) Mathematics;
 - (c) Science;
 - (d) Social Studies;
 - (e) Arts:
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
 - (f) Health Education;
 - (g) Physical Education;
 - (h) Educational Technology;
 - (i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F- Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in elementary grades 4-6; and
- (5) effectiveness of written expression.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

R277-700-5. Middle School Education Requirements.

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) General Core (10.5 units of credit):
 - (a) Language Arts (2.0 units of credit) ;
 - (b) Mathematics (2.0 units of credit);
 - (c) Science (1.5 units of credit);
 - (d) Social Studies (1.5 units of credit);
 - (e) The Arts (1.0 units of credit):
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
 - (f) Physical Education (1.0 units of credit);
 - (g) Health Education (0.5 units of credit);
 - (h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);
 - (i) Educational Technology (credit optional);
 - (j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in grades 7 and 8; and
- (5) effectiveness of written expression.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

R277-700-6. High School Requirements.

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit.

C. Local boards may require additional units of credit.

D. Grades 9-12 Core Curriculum requirements required units of credit:

(1) Language Arts (3.0 units of credit);

(2) Mathematics (2.0 units of credit):

(a) minimally, Elementary Algebra or Applied Mathematics I; and

(b) geometry or Applied Mathematics II; or

(c) any Advanced Mathematics courses in sequence beyond (a) and (b) ;

(d) high school mathematics credit may not be earned for courses in sequence below (a).

(3) Science (2.0 units of credit from two of the four science areas):

(a) earth science (1.0 units of credit);

(b) biological science (1.0 units of credit);

(c) chemistry (1.0 units of credit);

(d) physics (1.0 units of credit).

(4) Social Studies (3.0 units of credit):

(a) Geography for Life (0.5 units of credit);

(b) World Civilizations (0.5 units of credit);

(c) U.S. history (1.0 units of credit);

(d) U.S. Government and Citizenship (0.5 units of Credit);

(e) elective social studies class (0.5 units of

(5) The Arts (1.5 units of credit from any of the following performance areas):

(a) visual arts;

(b) music;

(c) dance;

(d) theatre;

(6) Health education (0.5 units of credit)

(7) Physical education (1.5 units of credit):

(a) participation skills (0.5 units of credit);

(b) Fitness for Life (0.5 units of credit);

- (c) individualized lifetime activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (8) Applied technology education (1.0 units of credit);
 - (a) agriculture;
 - (b) business;
 - (c) family and consumer sciences;
 - (d) technology education;
 - (h) trade and technical education.
- (9) Educational technology:
 - (a) computer Technology (0.5 units of credit for the class by this specific name only); or
 - (b) successful completion of state-approved competency examination (no credit, but satisfies the Core requirement).
- (10) Library media skills integrated into the curriculum;
- (11) Board-approved CRT's shall be used to assess student mastery of the following subjects:
 - (a) reading;
 - (b) language arts through grade 11;
 - (c) mathematics as defined under R277-700-6D(2);
 - (d) science as defined under R277-700-6D(3); and
 - (e) effectiveness of written expression.
- E. Students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-10.
- F. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

R277-700.7. Student Mastery and Assessment of Core Curriculum Standards and Objectives.

- A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.
- B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.
- C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).

D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law.

KEY: curricula

March 5, 2002

**Art X Sec 3
53A-1-402(1)(b
53A-1-402.6
53A-1-401(3**



SECONDARY DANCE

***Dance IA** (DA 1900) ***Dance IB** (DA 1910) ***Dance IIA** (DA 1920) ***Dance IIB** (DA 1930)
***Dance IIIA** (DA 1940) ***Dance IIIB** (DA 1950) ***Dance Company** (DA 1960)

The Utah State Dance Core divides the goals of dance education into four dance standards which are Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. The standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. The individual courses are presented in a portfolio format to facilitate student progress and to encourage the support of parents, teachers, and classmates. Listed below are all the dance objectives. Each course includes the objectives relevant to its focus and provides indicators to detail the emphasis indicated in the course descriptions that follow. There are additional, elective courses available in many schools. Technology requirements include audio and visual recording/playback equipment and percussion instruments.

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.

- Objective A:** Value dance as contributing to healthy human development.
- Objective B:** Develop knowledge and skills of axial movements and basic locomotor steps.
- Objective C:** Develop an awareness of performing techniques.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.

- Objective A:** Develop knowledge and skills in space.
- Objective B:** Develop knowledge and skills in time.
- Objective C:** Develop knowledge and skills in energy and motion.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

- Objective A:** Improvise within a structure.
- Objective B:** Demonstrate of choreographic principles, processes, and structures.
- Objective C:** Demonstrate performance and choreographic skills.

Standard 4 **MEANING**

Students will gain an understanding of dance as a means to create and communicate meaning.

- Objective A:** Develop knowledge and skills in the creative process of abstraction.
- Objective B:** Demonstrate how dance communicates meaning.
- Objective C:** Identify the various purposes served by dance throughout time and in world cultures.
- Objective D:** Demonstrate aesthetic perception.

DANCE COURSE DESCRIPTIONS

Preface

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual aspects of the human being.

Dance IA (DA 1900)

This is a beginning level dance course which builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *No prerequisite course is required.*

Dance IB (DA 1910)

This is a beginning level dance course which builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IA (1900) or by audition.*

Dance IIA (DA 1920)

This is an intermediate level dance course which builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IB (1910) or by audition.*

Dance IIB (DA 1930)

This is an intermediate level dance course which builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IIA (1920) or by audition.*

Dance IIIA (DA 1940)

This is an advanced level dance course which builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IIB (1930) or by audition.*

Dance IIIB (DA 1950)

This is an advanced level dance course which builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IIIA (1940) or by audition.*

Dance Company (DA 1960)

This is a company level dance course which builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IIIB (1950) or by audition.*

DANCE Achievement Portfolio



Dance IA

(DA 1900)

**Practice Develops
Confidence**

____ Student
____ Dance Teacher
____ Parent
____ School and District

Description of Dance IA

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This beginning level dance course which builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. No prerequisite course is required.

Explanation of Standards

The Utah Dance Core Curriculum embodies the universal principles and language of dance as an art form, and encourages awareness of body movement and its creative potential for communicating meaning and self-expression. By creating, performing, and responding to dance, students address dance education goals which are divided into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include audio and visual recording/playback equipment and percussion instruments.

Listed below are all of the courses presented in the Dance Core Curriculum. There may be additional, elective courses available in some schools.

Dance IA (DA 1900) Dance IB (DA 1910) Dance IIA (DA 1920)
Dance IIB (DA 1930) Dance IIIA (DA 1940) Dance IIIB (DA 1950)
Dance Company (DA 1960)

Dance IA Student Achievement Portfolio

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.

Objective A: Value dance as contributing to healthy human development.

- Identify basic physical needs to maintain a healthy, safe body for dance; i.e., warming the body, proper nutrition, adequate hydration, sleep, conditioning, injury prevention.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, agility.
- Summarize effects of fundamental conditioning on the body.
- Implement individual plan to improve dance-related skills.
- Record experiences regarding the value of dance as positive means of self-expression.

Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform basic axial sequences demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility, and stability and use of breath to integrate movement patterns.
- Perform the five basic locomotor steps (walk, run, hop, jump, leap) and the basic locomotor combinations (skip, gallop, slide).

Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, clarity of rhythmic acuity, spatial intent, full exploration of energy.

- Identify performing techniques in another dancer.
- Demonstrate appropriate rehearsal and class behavior.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.

Objective A: Develop knowledge and skills in space.

- Perform directional spatial concepts; i.e., forward, sideways, backward, diagonal.
- Improvise on established pathways.
- Demonstrate contrasting levels.
- Demonstrate inward and outward focus.
- Investigate positive and negative space.
- Create symmetrical and asymmetrical shapes.

Objective B: Develop knowledge and skills in time.

- Demonstrate stasis and activity.
- Demonstrate tempo by contrasting fast and slow.
- Identify and perform various primary accents for metric phrases.
- Accurately move in 4/4 metric time.

Objective C: Develop knowledge and skills in energy and motion.

- Demonstrate the forces of strength/flow.
- Demonstrate the forces of weight.
- Identify the basic qualities of motion.
- Demonstrate the ability to improvise using three qualities of motion.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

Objective A: Improvise within a structure.

- Perform a structured improvisation based on a choreographic principle.
- Perform a structured improvisation based on one of the elements of dance.
- Perform a structured improvisation based on an idea or activity.
- Improvise within a structure using another curricular area as a springboard.

Objective B: Demonstrate choreographic principles, processes, and structures.

- Create, perform, and evaluate a sequence or dance study with a beginning, middle, and end.
- Create, perform, and evaluate a dance study, with a beginning, middle, and end, in a small group demonstrating the compositional principles of unison, contrast, and transition.
- Create and perform a movement sequence based upon a dance element.
- Demonstrate partner skills using the element of shape in a visually interesting way.
- Demonstrate the ability to work cooperatively in small groups during choreographic process.

Standard 4 MEANING

Students will gain an understanding of dance as a means to create and communicate meaning.

Objective A: Develop knowledge and skills in the creative process of abstraction.

- Define the process of abstraction.
- Demonstrate the difference between pantomiming and abstracting a single movement gesture.
- Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy.
- Create a movement sequence based on the abstraction of a single gesture.

- Analyze how possible meaning changes when elements of dance are altered.

Objective B: Demonstrate how dance communicates meaning.

- Recognize how music and sound affect the meaning of a dance.
- Examine how movement created purely from dance elements may communicate meaning.
- Create a dance study based on exploration and development of an element that successfully communicates an idea or emotion.
- Create a phrase or composition that successfully communicates an idea without pantomime; e.g., isolation/inclusion.

Objective C: Identify the various purposes served by dance throughout time and in world cultures.

- Explore contemporary pedestrian gestures as movement language.
- Identify the movement ritual of greeting from a historical point of view; e.g., indigenous (tribal meeting-call and response).
- Research, learn, and compare greeting dances from various historical periods.
- Explore the cultural and historical context of a dance from another country.

Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from perspectives of participant and observer.
- Evaluate dance using aesthetic criteria; i.e., the formal properties of dance, the production aspects, the technical and performance level of dancers.
- Analyze dance as a powerful means of expression.
- Create a dance portfolio that documents written, creative, and performance work.

DANCE IA LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

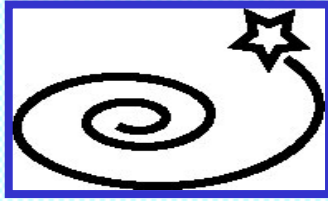
Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
The space below is for written communication between student, teacher, and parent.

DANCE Achievement Portfolio



Dance IB

(DA 1910)

**Practice Develops
Confidence**

Student
Dance Teacher
Parent
School and District

Description of Dance IB

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This is a beginning level dance course which builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IA (1900) or by audition.*

Explanation of Standards

The Utah Dance Core Curriculum embodies the universal principles and language of dance as an art form, and encourages awareness of body movement and its creative potential for communicating meaning and self-expression. By creating, performing, and responding to dance, students address dance education goals which are divided into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include audio and visual recording/playback equipment and percussion instruments.

Listed below are all of the courses presented in the Dance Core Curriculum. There may be additional, elective courses available in some schools.

Dance IA (DA 1900) Dance IB (DA 1910) Dance IIA (DA 1920)
Dance IIB (DA 1930) Dance IIIA (DA 1940) Dance IIIB (DA 1950)
Dance Company (DA 1960)

Dance IB Student Achievement Portfolio

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.

Objective A: Value dance as contributing to healthy human development.

- Identify basic physical needs to maintain a healthy, safe body for dance; i.e., warming the body, proper nutrition, adequate hydration, sleep, conditioning, injury prevention.
- Analyze the effect eating disorders, drugs and alcohol have on a dancer.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement practices to improve technical weaknesses and build on technical strengths.
- Evaluate the results of the individualized improvement plan.
- Record experiences regarding the value of dance as positive means of self-expression.

Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform basic axial sequences of longer duration demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, and the use of breath to integrate movement patterns.
- Perform basic locomotor combinations (skip, gallop, slide) and interesting combinations of various locomotor steps.

Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy and expression.

- Identify the mastery of performing techniques in another dancer.
- Demonstrate appropriate rehearsal and class behavior.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.

Objective A: Develop knowledge and skills in space.

- Perform directional spatial concepts with clarity.
- Create a diagramed floor pattern in a small group.
- Demonstrate contrasting levels using shapes, axial, and locomotor movements.
- Create a movement phrase based on focus.
- Demonstrate spatial planes.
- Create unusual shapes using spatial concepts.

Objective B: Develop knowledge and skills in time.

- Demonstrate stasis and activity with clarity.
- Demonstrate tempo by contrasting fast and slow.
- Demonstrate acceleration and deceleration.
- Accurately move in 3/4, 4/4, and 6/8 metric time.
- Identify and perform primary and secondary accents.
- Create random accents within a 3/4 or 4/4 meter.
- Demonstrate non-metric rhythm (breath).

Objective C: Develop knowledge and skills in energy and motion.

- Demonstrate the forces of energy.
- Identify the basic qualities of motion.
- Perform the basic qualities of motion.
- Perform a phrase using three contrasting qualities.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

☐**Objective A: Improvise within a structure.**

- Improvise with mirroring.
- Improvise in groups with following and flocking movement patterns.
- Perform an improvisation based on contrasting energies.
- Perform an improvisation based on an idea or activity.

☐**Objective B: Demonstrate basic principles of choreographic processes and structure.**

- Create and perform a sequence/dance study in AB, ABA, rondo, canon, echo, or antiphonal form.
- Define the compositional elements of unison, contrast, and transition.
- Create, perform, and evaluate a dance study in a small group with a beginning, middle, and end demonstrating unison, contrast, and transition.
- Create and perform a visually interesting duet based on an element of dance.
- Demonstrate the ability to work cooperatively in a small group sharing choreographic ideas equally.

Standard 4 MEANING

Students will gain an understanding of dance as a means to create and communicate meaning.

☐**Objective A: Develop knowledge and skills in the creative process of abstraction.**

- Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy.
- Create a movement pattern through the process of abstraction based on a single gesture, analyzing the changes in meaning each alteration may create.
- Create a simple pattern of gestures through the process of abstraction based on a person or portrait.

☐**Objective B: Demonstrate how dance communicates meaning.**

- Experience how music and sound affect the meaning of a dance.
- Demonstrate how movement created purely from a dance element may communicate meaning.
- Create a dance study based on an element of dance that communicates an idea or emotion.
- Create a phrase that successfully communicates an idea.

☐**Objective C: Identify the various purposes served by dance throughout time and in world cultures.**

- Identify the purpose of movement ritual as a form of individual self-expression.
- Identify the movement ritual of greeting from a historical point of view; e.g., medieval or renaissance (folk dance - weaving and circling).
- Accurately describe the role of dance in at least two different historical periods.
- Perform and discover the historical/cultural context of a folk dance from a different culture or a social dance from a different time period.

☐**Objective D: Demonstrate aesthetic perception.**

- Respond to improvisational and compositional experiences using the elements and principles of dance.
- Evaluate dance using aesthetic criteria; i.e., the formal properties of dance, the production aspects, the technical and performance level of dancers.
- Analyze dance as a powerful means of expression.
- Create a dance portfolio that documents written, creative, and performance work.

DANCE IB LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

☐☐

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The space below is for written communication between student, teacher, and parent.

DANCE Achievement Portfolio



Dance IIA

(DA 1920)

**Practice Develops
Confidence**

Student
Dance Teacher
Parent
School and District

Description of Dance IIA

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This intermediate level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IB (1910) or by audition.*

Explanation of Standards

The Utah Dance Core Curriculum embodies the universal principles and language of dance as an art form, and encourages awareness of body movement and its creative potential for communicating meaning and self-expression. By creating, performing, and responding to dance, students address dance education goals which are divided into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include audio and visual recording/playback equipment and percussion instruments.

Listed below are all of the courses presented in the Dance Core Curriculum. There may be additional, elective courses available in some schools.

Dance IA (DA 1900) **Dance IB** (DA 1910) **Dance IIA** (DA 1920)
Dance IIB (DA 1930) **Dance IIIB** (DA 1940) **Dance IIIB** (DA 1950)
Dance Company (DA 1960)

Dance IIA Student Achievement Portfolio

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.



Objective A: Value dance as contributing to healthy human development.

- Implement goals for improving individual patterns and habits contributing to a safe, healthy body.
- Implement strategies for accepting differences in body types and movement tendencies as part of self.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Document personal technical progress.



Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform more complex axial sequences demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, the use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Demonstrate movement combinations that incorporate various axial combinations.
- Perform the five basic locomotor steps with increased articulation and rhythmical acuity.
- Perform basic locomotor combinations.
- Perform interesting combinations of various locomotor steps, incorporating upper body axial movements with them.



Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.

- Identify the mastery of performing techniques in self and another.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.



Objective A: Develop knowledge and skills in space.

- Demonstrate an understanding of spatial pathways, directions, and facings.
- Create a spatial floor pattern.
- Demonstrate knowledge of contrasting spatial planes; i.e., vertical, horizontal, diagonal, lateral.
- Create independent and interdependent shapes with partners.
- Create shapes through an energy improvisation.
- Develop shape relationships with transitions as a solo, with a partner, and in a group.



Objective B: Develop knowledge and skills in time.

- Demonstrate rhythmic phrasing.
- Investigate even and uneven intervals within a metric phrase.
- Demonstrate accent.
- Clap and move in syncopation (accent on offbeat).
- Demonstrate non-metric (breath) rhythm.



Objective C: Develop knowledge and skills in energy and motion.

- Perform the seven basic qualities of motion.
- Perform an improvisation based on two or more qualities of motion.
- Explore the inherent energy qualities found in other curricular areas.
- Create a group composition that clearly defines two contrasting qualities.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

- Improvise within a structure to generate movement for choreography.
- Improvise within a structure based on an element of dance.
- Improvise alone and with a group using AB, ABA, and rondo form, with or without music.

Objective B: Demonstrate choreographic principles, processes, and structures.

- Define the compositional elements of continuity, sequence, repetition, variety, unison, contrast, transition, and climax.
- Create and perform a dance study using two compositional principles as a focus.
- Create and perform a dance sequence with a beginning, middle, and end with musical accompaniment.
- Create and rework a dance study in ABA, rondo, canon, or antiphonal form with music.
- Develop recall skills from solo, duet, and group improvisations
- Perform a dance from repertory for accuracy of style, clarity, and structure.

Standard 4 MEANING

Students will gain an understanding of dance as a means to create and communicate meaning.

Objective A: Develop knowledge and skills in the creative process of abstraction.

- Demonstrate the process of abstraction; i. e., altering time, space, energy through reordering, repeating, diminishing, inverting the movement.
- Analyze how each alteration may change meaning.
- Create, abstract, perform a movement pattern based on a gesture, response, visual image, or idea.
- Analyze why a choreographer chooses a particular movement to communicate an idea in dance.

Objective B: Demonstrate how dance communicates meaning.

- Identify and demonstrate through composition how elements of continuity, sequence, transition, repetition, variety, and climax communicate meaning in dance.
- Analyze and demonstrate how personal experience influences interpretation of a dance.
- Create a composition that successfully communicates a topic of personal significance.

Objective C: Identify the various purposes served by dance throughout time and in world cultures.

- Perform contemporary pedestrian gestures as a movement language.
- Experience a movement ritual as group expression.
- Analyze the purpose of movement ritual from a historical point of view.
- Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20th century dance forms.
- Analyze similarities and differences between two dance forms.

Objective D: Demonstrate aesthetic perception.

- Analyze improvisational and compositional experiences.
- Analyze a choreographic work using aesthetic criteria.
- Formulate aesthetic questions for a dance concert critique.
- Analyze, using aesthetic criteria, why a dance work has power to communicate meaning.
- Analyze the similarities and differences in a choreographic work and one of another art form, culture, and/or time period.
- Create a dance portfolio of representative work.

DANCE IIA LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

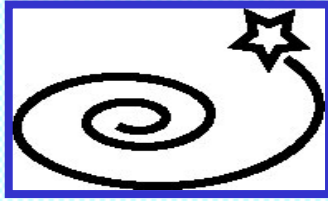
Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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DANCE Achievement Portfolio



Dance IIB

(DA 1930)

**Practice Develops
Confidence**

Student
Dance Teacher
Parent
School and District

Description of Dance IIB

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This intermediate level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IIA (1920) or by audition.*

Explanation of Standards

The Utah Dance Core Curriculum embodies the universal principles and language of dance as an art form, and encourages awareness of body movement and its creative potential for communicating meaning and self-expression. By creating, performing, and responding to dance, students address dance education goals which are divided into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include audio and visual recording/playback equipment and percussion instruments.

Listed below are all of the courses presented in the Dance Core Curriculum. There may be additional, elective courses available in some schools.

Dance IA (DA 1900) **Dance IB** (DA 1910) **Dance IIA** (DA 1920)
Dance IIB (DA 1930) **Dance IIIA** (DA 1940) **Dance IIIB** (DA 1950)
Dance Company (DA 1960)

Dance IIB Student Achievement Portfolio

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.

Objective A: Value dance as contributing to healthy human development.

- Implement goals for improving individual patterns and habits contributing to a safe, healthy body.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement a preventive conditioning plan based on one area of tightness, weakness, or misalignment.
- Record personal technical goals and document progress.
- Create a dance that shares personal feelings about dance and self.

Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform axial sequences of greater length and complexity in multiple planes demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Perform locomotor steps and combinations of greater complexity and duration with increased articulation and rhythmical acuity.
- Perform interesting combinations of various locomotor steps, incorporating upper body axial movements with them.
- Create and perform student-directed locomotor combinations by varying above combinations.

Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.

- Identify the mastery of performing techniques in self and another.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.

Objective A: Develop knowledge and skills in space.

- Demonstrate spatial pathways, directions, and facings.
- Improvise spatial relationships.
- Demonstrate contrasting spatial planes; i.e., vertical, horizontal, diagonal, lateral.
- Demonstrate knowledge of focus.
- Demonstrate knowledge of graining (body focus).
- Create shape relationships with transitions as a solo, with a partner, and in a group.
- Create a duet shape composition with motional possibilities.

Objective B: Develop knowledge and skills in time.

- Demonstrate rhythmic phrasing with increased acuity.
- Investigate even and uneven intervals within a metric phrase.
- Demonstrate accent.
- Demonstrate syncopation.
- Perform breath and rhapsodic rhythm.

Objective C: Develop knowledge and skills in energy and motion.

- Perform the seven basic qualities of motion.
- Perform an improvisation with a partner based on two or more qualities of motion.
- Explore the inherent energy qualities found in other curricular areas.
- Create a group composition that clearly defines two contrasting qualities.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

Objective A: Improvise within a structure.

- Improvise alone and in a group using AB, ABA, or rondo form with music.
- Improvise with a variety of accompaniments in large and small groups.
- Improvise using chance methods.
- Improvise using a treading or pulsing base.
- Demonstrate recall skills from individual and group improvisations.

Objective B: Demonstrate choreographic principles, processes, and structures.

- Create and perform a theme.
- Create variations on a theme using choreographic principles.
- Create and perform a dance study or sequence with a beginning, middle, and end with musical accompaniment.
- Analyze the results of performing a dance study to a different musical selection.
- Create, perform, and rework a dance study in ABA, rondo, canon, or antiphonal form with music.
- Create a study using compositional principles of balance, harmony, unison, contrast, transition, continuity, sequence, repetition, variety, and climax.
- Perform a dance from repertory for accuracy of style, clarity, and structure.

Standard 4 MEANING

Students will gain an understanding of dance as a means to create and communicate meaning.

Objective A: Develop knowledge and skills in the creative process of abstraction.

- Demonstrate the process of movement abstraction; i. e., altering time, space, energy through reordering, repeating, diminishing, inverting the movement.
- Create and perform a composition through the process of abstraction based on an element of dance; e.g., spatial relationships, words.
- Discuss how meaning may be derived from a pure movement base.
- Analyze the power of this choreographic method.

- Create, perform, and develop a movement pattern through the process of abstraction based on a social issue or contemporary event.
- Analyze how a classic or contemporary modern dance work uses abstraction to create meaning.

Objective B: Demonstrate how dance communicates meaning.

- Create and perform a composition that effectively communicates a contemporary social theme, issue, or event.
- Create and perform a composition that communicates an idea or emotion.

Objective C: Identify the various purposes served by dance throughout time and in world cultures.

- Perform contemporary pedestrian gestures as a movement language.
- Experience a movement ritual as group expression.
- Analyze the purpose of movement ritual from a historical point of view.
- Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20th century dance forms.
- Analyze similarities and differences between two dance forms.

Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from subjective, and objective points of view.
- Analyze a choreographic work using aesthetic criteria.
- Create an aesthetic study of a character in a recorded dance.
- Analyze the choreographer's success or failure in communicating an idea, statement, mood, emotion, or concept.
- Create a dance portfolio of representative work.

DANCE IIB LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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DANCE Achievement Portfolio



Dance IIIA

(DA 1940)

**Practice Develops
Confidence**

Student
Dance Teacher
Parent
School and District

Description of Dance IIIA

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This advanced level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IIB (1930) or by audition.*

Explanation of Standards

The Utah Dance Core Curriculum embodies the universal principles and language of dance as an art form, and encourages awareness of body movement and its creative potential for communicating meaning and self-expression. By creating, performing, and responding to dance, students address dance education goals which are divided into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include audio and visual recording/playback equipment and percussion instruments.

Listed below are all of the courses presented in the Dance Core Curriculum. There may be additional, elective courses available in some schools.

Dance IA (DA 1900) **Dance IB** (DA 1910) **Dance IIA** (DA 1920)
Dance IIB (DA 1930) **Dance IIIA** (DA 1940) **Dance IIIB** (DA 1950)
Dance Company (DA 1960)

Dance IIIA Student Achievement Portfolio

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.

Objective A: Value dance as contributing to healthy human development.

- Implement safe and healthy dance practices in class and rehearsals.
- Determine how individual differences affect personal conditioning needs and individual movement choices.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement an individual conditioning plan.
- Document technical progress on videotape and in writing.

Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform complex axial sequences which incorporate rotation, demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Demonstrate locomotor combinations that incorporate various axial combinations.
- Create and perform interesting, student-directed locomotor combinations incorporating axial movements.
- Demonstrate locomotor combinations that incorporate airborne leaping and jumping, falls or rolls to the ground, turns with various base points.

Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques with increased nuance; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.
- Identify the mastery of performing techniques in self and another.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.

Objective A: Develop knowledge and skills in space.

- Demonstrate spatial planes and pathways.
- Demonstrate three ranges of motion.
- Perform contrasting ranges of motion with clarity and intent.
- Perform graining (body focus).
- Demonstrate layers of space; i.e., inner, personal, public.

Objective B: Develop knowledge and skills in time.

- Improvise and create new rhythmic possibilities.
- Perform breath rhythm (non-metric).
- Demonstrate an advanced level of rhythmic acuity and musicality.
- Demonstrate diagrammed syncopation.
- Demonstrate resultant rhythm.

Objective C: Develop knowledge and skills in energy and motion.

- Perform the seven basic qualities of motion with contrast and nuance.
- Identify the element of energy in choreography.
- Demonstrate how energy affects movement.
- Analyze personal preferred movement quality.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

Objective A: Improvise within a structure.

- Create a gestalt through improvisation.
- Create a structure through gestalt.

Objective B: Demonstrate choreographic principles, processes, and structures.

- Use a chance method as a means of finding creative, fresh materials for choreography.
- Create a solo study based on a compositional principle or element.
- Create a duet study based on choreographic structure.
- Expand a successful duet into a group dance.
- Research the creative process of a recognized choreographer.
- Perform a dance from repertory for accuracy of style, form, nuance, technique, and expression.

Standard 4 MEANING

Students will gain an understanding of dance as a means to create and communicate meaning.

Objective A: Develop knowledge and skills in the creative process of abstraction.

- Create a movement phrase through the process of abstraction developed from a gesture, pedestrian movement, or idea.
- Analyze and discuss how abstraction was used to create or communicate meaning in a recorded or live performance work.
- Identify and discuss symbolism in dance.
- Create a dance phrase using symbolism.
- Create a study based on a character or idea through the process of abstraction.

Objective B: Demonstrate how dance communicates meaning.

- Demonstrate how the compositional elements of sequence, repetition, variety, continuity, transitions, contrast, harmony, balance, proportion, unity, and climax may affect what a dance communicates.
- Create a solo or group composition based on a contemporary social theme.

- Compare the creative processes used by a professional in another discipline.
- Create a composition based on the study of another discipline.

Objective C: Identify the various purposes served by dance throughout time and in world cultures.

- Explore the purpose of movement ritual as self-expression – individually and in groups.
- Explore the purpose and function of movement ritual in own community, present and past.
- Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20th century dance forms.
- Create a time line illustrating the important dance events in the 20th century and place them in their social, historical, cultural, and political contexts.

Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from a variety of perspectives.
- Evaluate own and others' work using aesthetic questions.
- Examine ways a dance creates and conveys meaning by considering the dance from a variety of perspectives.
- Articulate understanding of a choreographer's intent.
- Create a dance portfolio documenting representative creative and performance work.

DANCE IIIA LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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The space below is for written communication between student, teacher, and parent.

DANCE Achievement Portfolio



Dance IIIB

(DA 1950)

**Practice Develops
Confidence**

Student
Dance Teacher
Parent
School and District

Description of Dance IIIB

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This advanced level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IIIA (1940) or by audition.*

Explanation of Standards

The Utah Dance Core Curriculum embodies the universal principles and language of dance as an art form, and encourages awareness of body movement and its creative potential for communicating meaning and self-expression. By creating, performing, and responding to dance, students address dance education goals which are divided into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include audio and visual recording/playback equipment and percussion instruments.

Listed below are all of the courses presented in the Dance Core Curriculum. There may be additional, elective courses available in some schools.

Dance IA (DA 1900) **Dance IB** (DA 1910) **Dance IIA** (DA 1920)
Dance IIB (DA 1930) **Dance IIIA** (DA 1940) **Dance IIIB** (DA 1950)
Dance Company (DA 1960)

Dance IIIB Student Achievement Portfolio

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.

Objective A: Value dance as contributing to healthy human development.

- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement an individual conditioning program.
- Identify classifications of dance injuries such as acute (sudden onset) vs. chronic (gradual onset or recurring).
- Analyze possible causes of such injuries; e.g. overuse, improper technique, inadequate warm-up, unsound movement choices.
- Document technical progress on videotape and in writing.

Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform complex sequences integrated with demonstrating locomotor movement and dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Perform complex variations of locomotor and combination steps which incorporate spatial and rhythmical challenges.
- Create and perform student-directed locomotor combinations which also incorporate axial movements.

Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques with increased nuance; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.

- Refine performing techniques through self-evaluation and correction.
- Identify the mastery of performing techniques in self and another.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.

Objective A: Develop knowledge and skills in space.

- Exhibit advanced level skills in performing movement in and through space.
- Demonstrate graining (body focus).
- Perform sequences and/or improvisations based on spatial volumes.
- Demonstrate layers of space.
- Exhibit advanced level skills in creating and performing shape studies and improvisations.

Objective B: Develop knowledge and skills in time.

- Demonstrate advanced level skills in tempo.
- Demonstrate breath rhythm (non-metric).
- Perform syncopation.
- Demonstrate resultant rhythm.

Objective C: Develop knowledge and skills in energy and motion.

- Perform the seven basic qualities of motion with contrast and nuance.
- Recognize energy as it relates to choreography.
- Explore how energy affects movement.
- Create and perform with clarity a solo based on a quality of energy.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

Objective A: Improvise within a structure.

- Create a structure through gestalt.
- Identify through videotape the gestalt in an improvisation.

Objective B: Demonstrate choreographic principles, processes, and structures.

- Create and perform a dance study using unison and echo form.
- Create a dance in montage, fugue, or antiphonal form.
- Create a theme and develop variations from compositional principles previously studied.
- Evaluate the choreographic structures and discuss possibilities, options, and development.

Objective C: Demonstrate performance and choreographic skills.

- Perform repertory accurately as to style, form, nuance, and technique.
- Direct a short section of a repertory piece.
- Experience working with a guest, faculty, or student choreographer.
- Use a chance method as a solution for finding fresh, creative movement.
- Demonstrate further development and refinement of proficient skills to create small group dance with coherence and aesthetic unity.

Standard 4 MEANING

Students will gain an understanding of dance as a means to create and communicate meaning.

Objective A: Define and demonstrate the creative process of abstraction.

- Describe the process of abstraction.
- Create a movement phrase developed from a gesture, pedestrian movement, visual image, emotion, or statement, using the process of abstraction.
- Analyze how abstraction was used to create or communicate meaning in a recorded or live performance work.

Objective B: Demonstrate how dance communicates meaning.

- Analyze how dance conveys meaning by considering a work from a variety of perspectives.
- Compare and contrast how meaning is communicated in two compositions or choreographic works.
- Demonstrate how the compositional principles may affect what a dance communicates.
- Explore the most effective way to develop an idea through movement using the compositional principles and dance elements studied.
- Choreograph a dance that successfully communicates a topic of personal significance or a contemporary social theme.
- Compare art forms and evaluate their effectiveness in communicating a story or idea.
- Create an interdisciplinary project based on dance and another art form.

Objective C: Identify the various purposes served by dance throughout time and in world cultures.

- Identify the purpose of movement ritual as self-expression – individually and in groups.
- Identify and describe the purpose and function of movement ritual in own community, present and past.
- Explore similarities and differences among dance forms of other cultures.
- Explore similarities and differences between two dance periods.

Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences with new solutions.
- Revise a composition using principles, concepts, and elements of dance.
- Formulate and answer questions based on aesthetic criteria.
- Compare aesthetic criteria in dance and other art forms.
- Create a dance portfolio of representative work.

DANCE IIIB LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

<http://www.usoe.k12.ut.us/curr/FineArt>

The space below is for written communication between student, teacher, and parent.

DANCE Achievement Portfolio



Dance Company

(DA 1960)

**Practice Develops
Confidence**

Student
Dance Teacher
Parent
School and District

Description of Dance Company

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This company level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance III (1940) or by audition.*

Explanation of Standards

The Utah Dance Core Curriculum embodies the universal principles and language of dance as an art form, and encourages awareness of body movement and its creative potential for communicating meaning and self-expression. By creating, performing, and responding to dance, students address dance education goals which are divided into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include audio and visual recording/playback equipment and percussion instruments.

Listed below are all of the courses presented in the Dance Core Curriculum. There may be additional, elective courses available in some schools.

Dance IA (DA 1900) Dance IB (DA 1910) Dance IIA (DA 1920)
Dance IIB (DA 1930) Dance IIIA (DA 1940) Dance IIIB (DA 1950)
Dance Company (DA 1960)

Dance Company Student Achievement Portfolio

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.

Objective A: Value dance as contributing to healthy human development.

- Document progress on select technical and performance goals.
- Implement an individual conditioning program that addresses differences in strength, flexibility, muscular endurance, coordination, and agility.
- Implement strategies for injury prevention in class, rehearsals, and performance.
- Describe immediate injury care.
- Discuss methods of enhancing dancers' abilities in choreography.

Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform complex axial movements of greater length with rhythmical, spatial, and qualitative challenges demonstrating dynamic alignment and dynamic balance; articulation of the torso, articulation of peripheral body parts promoting mobility and stability, integration of the spine with the periphery, use of breath to integrate movement, movement initiation from the center of the body, and movement connectivity.
- Perform complex variations of basic locomotor and combination steps which incorporate spatial, rhythmical, and qualitative challenges.
- Perform complex combinations of various locomotor steps with axial movement.
- Create and perform student-directed locomotor combinations which also incorporate axial movements.

Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.

- Analyze personal performing techniques from internal and external (video) methods.
- Identify the mastery of performing techniques in self and another.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.

Objective A: Develop knowledge and skills in space.

- Demonstrate spatial and shape awareness in performance.
- Choreograph and perform a dance exploring interesting spatial relationships of groups.
- Choreograph and perform an individual study using three shapes, three focal points, and three ranges of motion.

Objective B: Develop knowledge and skills in time.

- Demonstrate movement sequences with tempo, rhythmic and musical acuity.
- Demonstrate syncopation.
- Perform unmetered rhythm.

Objective C: Develop knowledge and skills in energy and motion.

- Perform movement with qualitative nuance.
- Perform choreography with enhanced energy awareness.
- Use the qualities of motion as a basis for choreography.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

Objective A: Improvise as part of the process to create dance for public performance.

- Improvise a solo based upon an element of dance.

- Use all improvisational skills to aid choreography; e.g., use of spontaneity and imagination, discovery and development of thematic material, staying within gestalt.



Objective B: Demonstrate choreographic principles, processes, and structures.

- Analyze the relationship between music, sound, and choreography.
- Create and perform studies in various choreographic forms.
- Choreograph and perform in different dances utilizing previous knowledge and experience.
- Compare the creative processes used by a noted choreographer and an artist in another form.



Objective C: Demonstrate performance and choreographic skills.

- Demonstrate ensemble performance skills.
- Create a 3-5 minute group dance with coherence and aesthetic unity.
- Participate in the process of presenting a concert.

Standard 4 MEANING

Students will gain an understanding of dance as a means to create and communicate meaning.



Objective A: Define and demonstrate the creative process of abstraction.

- Analyze how a choreographer uses abstraction to create or communicate meaning.
- Choreograph a solo based on a person, character, or picture through the process of abstraction.



Objective B: Demonstrate how dance communicates meaning.

- Explore through dance elements and compositional principles the most effective way to develop an idea through movement.

- Choreograph a dance that successfully communicates a topic of personal significance or a contemporary social theme.
- Create an interdisciplinary project based on a theme, idea, concept, social issue, or object.



Objective C: Identify the various purposes served by dance throughout time and in world cultures.

- Observe a video or live performance of a choreographic work based on a world culture past or present; e.g., “The Green Table” by Kurt Jooss, “Shakers” by Doris Humphrey, “Dambala” by Charles Moore.
- Accurately describe various purposes dance has served in world cultures past and present.
- Create and perform three different movement phrases derived from the study of theatrical, cultural, historical, social, or political context.
- Develop one of the above movement phrases into a solo or group work.



Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from objective and subjective viewpoints.
- Create a dance and revise it over time, articulating in discussion or writing the reasons for the artistic decisions.
- Evaluate works of peers in a supportive and constructive way.
- Analyze a professional or university concert of works using aesthetic criteria; i.e., the elements and principles of dance, production aspects, dancers’ performances, and the choreographic intent or communicative power of the works.
- Create a portfolio of creative and written work.

DANCE COMPANY LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
The space below is for written communication between student, teacher, and parent.

SECONDARY MUSIC



***Music Connections** (MU 1600) ***Guitar** (MU 1610) ***Music Aesthetics** (MU 1700) ***Composition** (MU 1750)
***Choir I** (MU 1620) ***Choir II** (MU 1720) ***Choir III** (MU 1760) ***Band I** (MU 1630) ***Band II** (MU 1730)
***Band III** (MU 1770) ***Orchestra I** (MU 1640) ***Orchestra II** (MU 1740) ***Orchestra III** (MU 1780)

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. The standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. The individual Core courses are presented in a portfolio format to facilitate student progress and to encourage the support of parents, teachers, and classmates. Listed below are all the music objectives. Each course includes the objectives relevant to its focus and provides indicators to detail the emphasis indicated in the course descriptions that follow. There are additional, elective courses available in many schools. Playback and recording technology is required for each course.

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

- Objective A: Produce a beautiful tone.**
- Objective B: Demonstrate technical performance skills.**
- Objective C: Demonstrate notational literacy.**
- Objective D: Demonstrate productive rehearsal habits.**
- Objective E: Demonstrate knowledge, use, and care of selected instruments.**
- Objective F: Perform varied repertoire.**

Standard 2 **CREATE**

Students will improvise and compose music.

- Objective A: Improvise rhythmic and melodic ideas and phrases.**
- Objective B: Record musical thoughts in standard notation.**
- Objective C: Create imitations of music passages.**
- Objective D: Write original melodies and short compositions.**
- Objective E: Orchestrate melodies and short compositions.**
- Objective F: Arrange melodies and short compositions.**

Standard 3 **LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

- Objective A: Describe the elements of music.**
- Objective B: Analyze and evaluate musical examples.**
- Objective C: Evaluate ensemble performance.**
- Objective D: Document personal growth as a musician.**

Standard 4 **DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

- Objective A: Examine how music relates to personal development and enjoyment of life.**
- Objective B: Experience how music connects us to history, culture, heritage, and community.**

MUSIC COURSE DESCRIPTIONS

Band I (MU 1630)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. No prerequisite course required.

Band II (MU 1730)

This course further develops and refines core concepts and fundamentals introduced in Beginning Band. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. Prerequisite course is Band I (MU 1630) or audition.

Band III (MU 1770)

This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. Prerequisite course is Band II (MU 1730) or audition.

Choir I (MU 1620)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development. No prerequisite course is required.

Choir II (MU 1720)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Beginning Choir (MU 1620), or audition.*

Choir III (MU 1760)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Intermediate Choir (MU 1720), or audition.*

Orchestra I (MU 1640)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No prerequisite course is required.*

Orchestra II (MU 1740)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Beginning Orchestra (MU 1640), or audition.*

Orchestra III (MU 1780)

This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and increase their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Intermediate Orchestra (MU 1740), or audition.*

Music Connections (MU 1600)

Music Connections is an extension of the K-6 Music Core and includes concepts and skills to integrate music into everyday life. Study will include explorations in creating, experiments with singing/playing/reading music, development of analytical and evaluative skills in music listening, investigations of various purposes of music, and inquiry into music's impact on culture, history, quality of life, and other subject areas. *No prerequisite course is required.*

Music Aesthetics (MU 1700)

This course is designed for students who seek the opportunity to extend their musical understanding, heighten music listening skills, and increase their ability to respond more fully to music. Experiences will include opportunities to experiment with sounds, analyze famous compositions representative of most styles, and inquire into music's connections to contemporary life, history, and cultures. *No prerequisite course is required.*

Music Composition (MU 1750)

This course is designed for students who seek the opportunity to create original music compositions. In addition to developing compositional abilities, experiences will include the development of skills needed to analyze and evaluate music, continued explorations into music's relationship with other disciplines and its impact on culture, and development of ability to perform/record/present/discuss original compositions. *No prerequisite course is required.*

Guitar (MU 1610)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a guitar. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs/lyrics. Knowledge and skills will include experiences in singing, creating, playing, listening, and connecting to cultures. *No prerequisite course is required.*

MUSIC Achievement Portfolio



Band I (MU 1630)

**Practice Develops
Confidence**

_____ Student
Music Teacher
Parent
School and District

Description of Beginning Band

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Beginning Band Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Produce an acceptable tone over a limited range of the instrument using proper embouchure, posture, hand position, and breath support or stick control.
- Describe the characteristics of a good embouchure (or grip and stroke for percussion).
- Explain and demonstrate the principles of proper breath support and teach this to other students.
- Consistently use proper posture, position, and embouchure (grip and stroke for percussion) with less and less prompting by the teacher.

Objective B: Demonstrate technical performance skills.

- Demonstrate understanding of technique, tonal centers, key signatures, and scales in the concert keys of F, B-flat, E-flat, and A-flat by learning to play (slur and tongued), and write scales and related patterns in those keys as well as the chromatic scale throughout a comfortable range of the instrument.
- Play in musical phrases.
- Perform a range of dynamic contrasts and tempo changes.
- Describe tuning an instrument and tune the instrument to a given pitch.
- Define and utilize technical instrumental terminology.

Objective C: Demonstrate notational literacy.

- “Count and finger” through unfamiliar exercises or pieces individually and with the ensemble.
- “Spell and finger” (say note names while fingering the notes) through unfamiliar short exercises or pieces individually and with the ensemble.
- Correctly explain all standard notation symbols in instrumental music.
- Perform simple unfamiliar short exercises and pieces observing all appropriate signs, symbols, and

terms both individually and with various ensembles.

Objective D: Demonstrate productive rehearsal habits.

- Examine and improve rehearsal skills through preparation, conscientious attendance, alertness, participation, and cooperation.
- Show patience, kindness, and respect to classmates and instructors.
- Take care of music department supplies, facilities, and equipment.

Objective E: Demonstrate knowledge, use, and care of selected instruments.

- Identify and explain the names and functions of various parts of the instrument.
- Demonstrate the proper assembling of the instrument and care following playing.
- List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.

Objective F: Perform varied repertoire.

- Perform in public and/or for adjudication band pieces in the style indicated.
- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Follow the conductor.
- Prepare and perform accompanied solos.
- Exhibit satisfactory performance etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Play a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.
- Play a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies.

☐**Objective B: Record musical thoughts in standard notation.**

- Use the musical staff to notate and perform whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and alla breve meter signatures.
- Accurately count, clap, and play rhythms using the above notes, rests, and time signatures.
- Correctly write short dictated rhythms using the above notes, rests, and time signatures.

☐**Objective C: Write original melodies and short compositions.**

- Finish partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3**LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

☐**Objective A: Analyze and evaluate musical examples.**

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments based on effectiveness of musical events and expressive effects.

☐**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.

- Compare/contrast live musical performances with recordings.

☐**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

☐**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

☐**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

BAND I LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

<http://www.usoe.k12.ut.us/curr/FineArt>
The space below is for written communication between student, teacher, and parent.

The space below is for written communication between student, teacher, and parent.

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MUSIC Achievement Portfolio



Band II (MU 1730)

**Practice Develops
Confidence**

Student
Music Teacher
Parent
School and District

Description of Intermediate Band

This course further develops and refines core concepts and fundamentals introduced in Beginning Band. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Band I (MU 1630), or audition.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)		Guitar (MU 1610)
Music Aesthetics (MU 1700)		Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)	Orchestra I (MU 1640)
Choir II (MU 1720)	Band II (MU 1730)	Orchestra II (MU 1740)
Choir III (MU 1760)	Band III (MU 1770)	Orchestra III (MU 1780)

Intermediate Band Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Produce a characteristic tone at various dynamic levels throughout a full range.
- Perform musical examples spanning the *p*, *mp*, *mf*, and *f* dynamic levels while demonstrating characteristic tone at each level.
- Describe the adjustments needed in embouchure and breath support to perform at various dynamic levels.
- Identify the adjustments and physical development that are required to increase the playing range on a particular instrument.
- Perform musical examples that utilize pitches reaching into the upper and lower tessitura while maintaining a characteristic tone.

Objective B: Demonstrate technical performance skills.

- Perform musical examples that use combinations of legato, staccato, marcato, accent, and slur articulation.
- Describe the sound characteristics of various articulations and the physical process needed to produce each.
- Name and write the pitches in twelve major scales.
- Play the chromatic, twelve major scales and the following minor scales in the natural, harmonic, and melodic form: a, d, g, c, and f.
- Describe tuning and tune the instrument to a given pitch.

Objective C: Demonstrate notational literacy.

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Perform correct pitch and rhythm while sight-reading.

Objective D: Demonstrate productive rehearsal habits.

- Show respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.
- Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.
- Assist in the organization and care of supplies, facilities, and equipment.
- Exhibit commendable performance etiquette.

Objective E: Demonstrate knowledge, use, and care of selected instruments.

- Identify and explain the names and functions of various parts of the instrument.
- Demonstrate the proper assembling of the instrument and care following playing.
- List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.

Objective F: Perform varied repertoire.

- Perform in public and/or for adjudication band pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Prepare and perform accompanied solos and small ensemble pieces.
- Perform with sensitivity, correct dynamics, phrasing, expression, and style.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Play back short scale fragments or rhythmic motives with and without accompaniment.
- Create short scale fragments or rhythmic motives for others to replicate.
- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.

- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.



Objective B: Record musical thoughts in standard notation.

- Use appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.
- Write variations of given phrases.
- Write a consequent phrase for a given antecedent phrase.
- Complete a given partial melody so that it ends in different ways.



Objective C: Write original melodies and short compositions.

- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.



Objective A: Analyze and evaluate musical examples.

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments based on effectiveness of musical events and expressive effects.



Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.

- Demonstrate commendable behavior while at a concert.
- Compare/contrast live musical performances with recordings.



Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress, and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.



Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.



Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

BAND II LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
The space below is for written communication between student, teacher, and parent.

MUSIC Achievement Portfolio



Band III (MU 1770)

**Practice Develops
Confidence**

Student
Music Teacher
Parent
School and District

Description of Advanced Band

This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Band II (MU 1730), or audition.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Orchestra I (MU 1640)
Choir III (MU 1760)	Band II (MU 1730)
	Orchestra II (MU 1740)
	Band III (MU 1770)
	Orchestra III (MU 1780)

Advanced Band Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi.
- Perform musical examples spanning *pp* through *ff* dynamic levels while demonstrating characteristic tone.
- Describe the adjustments needed in embouchure and breath support to perform at the various dynamic levels and extended ranges.
- Perform pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone.

Objective B: Demonstrate technical performance skills.

- Play the chromatic scale through the full range of the instrument, the twelve major scales, and three forms of the minor scales.
- Perform musical examples that use combinations: legato, staccato, marcato, accent, and slur at diverse tempi.
- Describe the sound characteristics of various articulations and the physical process needed to produce each.
- Demonstrate dynamics ranging from *ppp* to *fff*.
- Perform with correct intonation.
- Demonstrate a variety of ways to tune an instrument within an ensemble setting.

Objective C: Demonstrate notational literacy.

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Perform correct rhythms and pitches while sight-reading.
- Sight-read with sensitivity, correct dynamics, phrasing, expression, and style.

Objective D: Demonstrate productive rehearsal habits.

- Exhibit respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.
- Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.
- Assist in the organization and care of supplies, facilities, and equipment.
- Exhibit commendable performance etiquette.

Objective E: Perform varied repertoire.

- Perform in public and/or for adjudication band pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Perform accompanied solos and small ensemble pieces.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Play back short scale fragments or rhythmic motives with and without accompaniment.
- Create short scale fragments or rhythmic motives for others to replicate.
- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

Objective B: Record musical thoughts in standard notation.

- Use appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.

- Write variations of given phrases.
- Write a consequent phrase for a given antecedent phrase.
- Complete a given partial melody so that it ends in different ways.



Objective C: Invent arrangements for familiar music.

- Arrange pieces for voices or instruments using a variety of traditional and nontraditional sound sources.
- Use correct transpositions.
- Use ranges that are appropriate and parts that tend to be idiomatic for instruments/voices.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.



Objective A: Analyze and evaluate musical examples.

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments based on effectiveness of musical events and expressive effects.



Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.



Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress, and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.



Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.



Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

BAND III LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

MUSIC Achievement Portfolio



Choir I (MU 1620)

**Practice Develops
Confidence**

_____ Student
Music Teacher
Parent
School and District

Description of Beginning Choir

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development. *No prerequisite course required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Beginning Choir Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Tone. Produce a balanced and free vocal tone with the body and breath working together.
- Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.

Objective B: Demonstrate technical performance skills.

- Perform rhythms accurately; e.g., attacks, releases, accents.
- Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, sing half and whole steps, master different vocal exercise patterns, sing various scales accurately.
- Successfully hold melodic and harmonic parts.
- Perform a range of dynamic contrasts and tempo changes.
- Match vowel colors within an ensemble.

Objective C: Demonstrate notational literacy.

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and singing from them.
- Develop and demonstrate reading fluency through singing and reading games and/or exercises.
- Sight-read a new piece with the correct rhythms and pitches.

Objective D: Demonstrate productive rehearsal habits.

- Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance habits.
- Demonstrate good care of the voice.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.
- Develop personal use of technical vocal terminology.
- Assist in the care of supplies, facilities, and equipment.

Objective E: Perform varied repertoire.

- Demonstrate ability to communicate feelings through choral performance.
- Perform successfully in public music representing a variety of times, cultures, and styles.
- Exhibit acceptable performer and audience etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Explore possibilities of sounds that can be produced with the voice.
- Improvise simple rhythms.
- Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.

Objective B: Record musical thoughts in standard notation.

- Notate improvised and/or dictated rhythms and pitches separately.
- Combine notated rhythms and pitches to make a melody and notate it on the staff.
- Develop notation skills; e.g., copy music, play rhythm and staff games.
- As a group or individually, complete a composition process: improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for

an antecedent phrase; invent a notation system that describes the improvised music or reminds what comes next; notate the rhythms and pitches on a staff.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).
- Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, and by describing the emotions and thoughts the music communicates and how it does so.

Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in both live and recorded performances.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- Compare/contrast live music performances with recordings.

Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.
- Explain how the quality of personal performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

CHOIR I LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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<http://www.usoe.k12.ut.us/curr/FineArt>
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MUSIC Achievement Portfolio



Choir II (MU 1720)

**Practice Develops
Confidence**

_____ Student
Music Teacher
Parent
School and District

Description of Intermediate Choir

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Beginning Choir (MU 1620), or audition.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Intermediate Choir Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Tone. Produce a balanced and free vocal tone with the body and breath working together.
- Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.
- Vowels. Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels.
- Consonants. Show how clear, crisp, quick, and well-articulated consonants help focus and project the voice.

Objective B: Demonstrate technical performance skills.

- Perform rhythms accurately; e.g., attacks, releases, accents.
- Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns, sing various scales accurately.
- Hold melodic and harmonic parts successfully in three-part a cappella and accompanied choral music.
- Perform a range of dynamic contrasts and tempo changes with increasing control.
- Match vowel colors and tone qualities within an ensemble.
- Sing in musical phrases.

Objective C: Demonstrate notational literacy.

- Explain correctly standard notation symbols in choral music.
- Demonstrate correct use of music symbols through writing dictated rhythms and pitches and singing from them.

- Sight-sing readily the pitches and rhythms of melodic patterns written in a variety of keys and time signatures.
- Develop reading fluency of unfamiliar songs.

Objective D: Demonstrate productive rehearsal habits.

- Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance habits.
- Demonstrate good care and use of the voice.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.
- Improve personal use of technical vocal terminology.
- Assist in the care of supplies, facilities, and equipment.

Objective E: Perform varied repertoire.

- Demonstrate ability to communicate meaning through music.
- Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles.
- Exhibit commendable performer and audience etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Explore possibilities of sounds that can be produced with the voice.
- Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.
- Improvise simple melodies using limited pitches and/or creating variations of a familiar tune.

Objective B: Record musical thoughts in standard notation.

- Notate class and personal improvisations in a sketch book.
- As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes, identify the key (find and play the key/home note), identify the form (AB, ABA, rondo, theme and variations, etc.).
- Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so.

Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- Compare/contrast live music performances with recordings.

Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.
- Analyze how the quality of own work has affected the progress and performance of the whole group.

Standard 4 **DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

CHOIR II LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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MUSIC Achievement Portfolio



Choir III (MU 1760)

**Practice Develops
Confidence**

Student
Music Teacher
Parent
School and District

Description of Advanced Choir

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Intermediate Choir (MU 1720), or audition.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Advanced Choir Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Tone. Produce a balanced and free vocal tone with the body and breath working together.
- Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.
- Vowels. Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels.
- Consonants. Show how clear, crisp, quick, and well-articulated consonants help focus and project the voice.
- Resonance. Move smoothly from low to high range with an open, free, and balanced posture of the vocal mechanism.

Objective B: Demonstrate technical performance skills.

- Perform rhythms accurately; e.g., attacks, releases, accents.
- Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns.
- Hold melodic and harmonic parts successfully in four-part a cappella and accompanied choral literature.
- Perform a range of dynamic contrasts and tempo changes with increasing precision and control.
- Match vowel colors and tone qualities within an ensemble.
- Follow the conductor's indications for spontaneous changes and adjustments.
- Demonstrate musical understanding in phrasing.

Objective C: Demonstrate notational literacy.

- Correctly write and respond to standard notation symbols in choral music.

- Sight-sing melodies fluently in unison and parts on progressive levels of music in any key and time signature.

Objective D: Demonstrate productive rehearsal habits.

- Exhibit productive rehearsal skills; e.g., preparation, conscientious attendance, mutual respect, alertness, participation, and cooperation.
- Demonstrate knowledge, care, and use of the voice.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.
- Utilize technical vocal terminology.
- Assist in the care of supplies, facilities, and equipment.

Objective E: Perform varied repertoire.

- Demonstrate ability to communicate meaning through music to an audience.
- Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles.
- Prepare and perform a solo and/or small ensemble piece with or without accompaniment.
- Exhibit impeccable performer and audience etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise a variety of vocal sounds.
- Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as in drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.
- Improvise simple rhythm patterns, melodic patterns, rhythmic variations, and/or melodic embellishments on familiar melodies.

☐**Objective B: Record musical thoughts in standard notation.**

- Notate class and personal improvisations in a sketch book.
- As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff.

Standard 3**LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

☐**Objective A: Analyze and evaluate musical examples.**

- Summarize, using the vocabulary of music, how performance repertoire is constructed and the musical events/changes as they occur.
- Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so.
- Make value judgments of the quality of the composition based on effectiveness of musical events, construction, and expressive effects.

☐**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- Compare/contrast live music performances with recordings.

☐**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.
- Analyze how the quality of own work has affected the progress and performance of the whole group.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

☐**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

☐**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

CHOIR III LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
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MUSIC Achievement Portfolio



Guitar (MU 1610)

**Practice Develops
Confidence**

_____ Student
Music Teacher
Parent
School and District

Description of Guitar

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a guitar. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs/lyrics. Knowledge and skills will include experiences in singing, creating, playing, listening, and connecting to cultures. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)		Guitar (MU 1610)
Music Aesthetics (MU 1700)		Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)	Orchestra I (MU 1640)
Choir II (MU 1720)	Band II (MU 1730)	Orchestra II (MU 1740)
Choir III (MU 1760)	Band III (MU 1770)	Orchestra III (MU 1780)

Guitar Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Produce an acceptable tone over a limited range of the guitar using proper posture, left and right hand position, and finger stroke.
- Diagnose the cause of unacceptable tone personally and in the tone of other students.
- Present and teach the principles of proper posture, hand position, and finger stroke to other students.
- Consistently use proper posture, hand position, and finger stroke with less prompting by the teacher as study continues.

Objective B: Demonstrate technical performance skills.

- Distinguish between sharpness and flatness in pitch.
- Demonstrate proper tuning techniques including matching pitch from a keyboard, another guitar, or pitch pipe and tuning the guitar to itself using the “fifth fret” tuning method.
- Perform the following chords in first position: A, Amaj7, A7, A7sus, Am, Am7, B7, Bm, C, Cmaj7, C7, D, Dmaj7, D7, Dm, Dm7, E, E7, E7sus, Em, Em7, F, Fmaj7, G, G7.

Objective C: Demonstrate notational literacy.

- Identify and correctly explain standard notation symbols in guitar music.
- Explain how to interpret guitar tablature correctly.
- Read guitar music written in chord symbols, tablature, or standard notation.

Objective D: Demonstrate productive rehearsal habits.

- Show respect for the rehearsal process.
- Contribute positively to the risk-taking classroom environment.

- Assist in the organization and care of music department supplies, facilities, and equipment.

Objective E: Demonstrate knowledge, use, and care of selected instruments.

- Identify and explain the head, tuning machines, nut, neck fretboard, frets, strings, soundhole, bridge, saddle, body, and waist of the guitar.
- Explain and demonstrate string replacement, use of case, proper storage environment, and cleaning of the guitar.
- Explain the evolution of instruments that preceded the guitar.

Objective F: Perform varied repertoire.

- Perform a variety of simple melodies.
- Perform simple songs with a variety of strumming patterns, hammer-ons, pull-offs, bass runs, etc.
- Demonstrate a sense of rhythm and the ability to sing on pitch.
- Sing simple familiar songs while accompanying self.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Perform melodic, rhythmic, and chordal call/response, question/answer activities.
- Play back simple scale fragments or rhythm motives with and without accompaniment.
- Play back chord progressions from familiar songs and/or create an accompaniment pattern within the chord progression.

Objective B: Record musical thoughts in standard notation.

- Accurately count, clap, and play rhythms using various time signatures.
- Identify the key, meter, and form of simple songs.

- Notate simple single-note melodies within a given chord progression.
- Write a simplified lead sheet of a simple song.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Analyze and evaluate musical examples.

- List, using the vocabulary of music, important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.

Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

Objective C: Document personal growth as a musician.

- Using the criteria from Objective A, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book self/peer/teacher/adjudicator assessments.

- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

GUITAR LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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MUSIC Achievement Portfolio



**Practice Develops
Confidence**

Music Aesthetics

(MU 1700)

Student
Music Teacher
Parent
School and District

Description of Music Aesthetics

This course is designed for students who seek the opportunity to extend their musical understanding, heighten music listening skills, and increase their ability to respond more fully to music. Experiences will include opportunities to experiment with sounds, analyze famous compositions representative of most styles, and inquire into music's connections to contemporary life, history, and cultures. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)		Guitar (MU 1610)
Music Aesthetics (MU 1700)		Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)	Orchestra I (MU 1640)
Choir II (MU 1720)	Band II (MU 1730)	Orchestra II (MU 1740)
Choir III (MU 1760)	Band III (MU 1770)	Orchestra III (MU 1780)

Music Aesthetics

Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Develop technical performance skills.

- Explore and illustrate the expressive uses and potential of the voice and body to communicate an idea or a feeling.
- Explore and discuss the expressive uses and potential of other musical instruments and equipment to communicate an idea or a feeling.

Objective B: Perform varied repertoire.

- Read/sing/play additional songs in class and describe the various rhythms, textures, modes, harmonies, and forms experienced.
- Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Create a different sequence of an existing song; e.g., AB, ABA, verse/chorus.
- Plan textures for a completed sequence.
- Add expressive qualities to the sequence; e.g., tempo, dynamics, stylistic effects.
- Present (perform/record) sequence in class and discuss the choices made.
- Organize timbres and sequences into phrases, e.g., build melodic patterns into a sequence of phrases, experiment with various instrumentations for the phrases.

Objective B: Write original melodies.

- Finish partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Describe the elements of music.

- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Describe how a melody conveys a message; e.g., types of motion (conjunct/disjunct), range of pitches, rhythmic motion, mode, lyrics.
- Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.
- Describe the texture; e.g., monophonic, homophonic, polyphonic, heterophonic.
- Analyze the harmony; e.g., dissonant, consonant, diatonic (type of mode), chromatic.

☐**Objective B: Analyze and evaluate musical examples.**

- Demonstrate acceptable performer and audience etiquette.
- Describe music events/changes as they occur in recorded or live excerpts; e.g., tempo, meter, harmony, dynamics, texture, form (AB, ABA, rondo, theme and variations, etc.), instrumentation.
- Describe the emotions and thoughts the music communicates and analyze how it does so.
- Compare and contrast music styles from a variety of cultures and time periods, including non-western music.
- Analyze and evaluate the difference between expressing personal preferences in music and critiquing a music composition or music performance.

☐**Objective C: Document personal growth as a musician.**

- Keep a journal and/or write reflection on personal experiences in music.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.

☐**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

☐**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Explain how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Explain what music means personally.
- Play/sing/read and enjoy music related to various cultures, times, and places.
- Tell how music connects to other disciplines.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

MUSIC AESTHETICS LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

☐

This is the percentage of indicators the class completed:

☐

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MUSIC Achievement Portfolio

Composition



**Practice Develops
Confidence**

(MU 1750)

Student
Music Teacher
Parent
School and District

Description of Composition

This course is designed for students who seek the opportunity to create original music compositions. In addition to developing compositional abilities, experiences will include the development of skills needed to analyze and evaluate music. Students will continue to explore music's relationship with other disciplines and its impact on culture, and development of ability to perform/record/present/discuss original compositions. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)		Guitar (MU 1610)
Music Aesthetics (MU 1700)		Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)	Orchestra I (MU 1640)
Choir II (MU 1720)	Band II (MU 1730)	Orchestra II (MU 1740)
Choir III (MU 1760)	Band III (MU 1770)	Orchestra III (MU 1780)

Composition

Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Demonstrate technical performance skills.

- Demonstrate knowledge of major, minor, and pentatonic scales and intervals on a selected instrument.
- Demonstrate knowledge of basic chords and chord progressions on a selected instrument.
- Demonstrate knowledge of meters and key signatures on a selected instrument.

Objective B: Perform varied repertoire.

- Prepare, rehearse, and perform personal or another's original compositions/arrangements using traditional/nontraditional instruments.
- Produce a recording of original compositions/arrangements for class presentation.

Standard 2 **CREATE**

Students will improvise, compose, and arrange music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.
- Improvise a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies.

Objective B: Record musical thoughts in standard notation.

- Explore/employ various software notation programs.
- Accurately notate simple melodic, rhythmic, and harmonic ideas and sequences.

- Notate/chart original phrases in traditional or non-traditional notation.
- Keep a sketch notebook of compositional ideas.
- Accurately notate single line and multiple line arrangements and compositions, including any lyrics.
- Accurately notate all expressive markings.

Objective C: Write original melodies and short compositions to communicate an emotion, culture, place, time, or happening.

- Employ techniques of imitation and improvisation to generate melodic and rhythmic ideas for a composition.
- Finish partially written phrases.
- Write a consequent phrase for a given antecedent phrase.
- Compose complete sequences in a recognizable form (e.g., AB, ABA, verse/chorus, through composed).
- Build melodic patterns into a sequence of phrases (lyrics optional).
- Compose melody for a selected text.
- Compose a counter-melody for an original melody.
- Harmonize melodies using primary chords.
- Create a melody to go within/over an original composed harmonic progression.

Objective D: Orchestrate melodies and short compositions.

- Orchestrate compositions in a variety of media (acoustic, electronic, synthetic, mixing variations) to communicate a specific idea or emotion.
- Orchestrate melodies in a variety of textures (monophonic, homophonic, polyphonic, heterophonic) to communicate a specific idea or emotion.

Objective E: Arrange melodies and short compositions.

- Arrange a selected piece of music in a different style from the original to communicate a new meaning or feeling; e.g., write variations of a given phrase, rearrange the form, re-harmonize it, change the

orchestration, change the meter, create variations in the rhythm, alter the texture.

- Arrange a selected piece of music to meet the specifications of a special occasion; e.g., soundtrack, commercial, talent show, commemorative program.
- Analyze and describe the differences between arranging a song and creating original phrases.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Describe the elements of music.

- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Evaluate how melodies are used to create effects within harmonic texture; e.g., monophony, homophony, polyphony.
- Illustrate how form communicates meaning in music.

Objective B: Analyze and evaluate music examples.

- Analyze and evaluate musical excerpts in terms of aesthetic qualities and how meaning is conveyed.
- Present original compositions and arrangements in class and discuss the choices made; e.g., melodic contour, harmony, meter, rhythms, form, tone colors, textures, expressive qualities.
- In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.
- Exhibit acceptable performer and audience etiquette.

Objective C: Document personal growth as a musician.

- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Keep a journal and/or write reflective papers on personal experiences in each of the four Core Curriculum standards.

Standard 4 **DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

MUSIC COMPOSITION LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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MUSIC Achievement Portfolio



Music Connections

(MU 1600)

**Practice Develops
Confidence**

Student
Music Teacher
Parent
School and District

Description of Music Connections

Music Connections is an extension of the K-6 Music Core and includes concepts and skills to integrate music into everyday life. Study will include explorations in creating, experiments with singing/playing/reading music, development of analytical and evaluative skills in music listening, investigations of various purposes of music, and inquiry into music's impact on culture, history, quality of life, and other subject areas. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Music Connections Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Demonstrate technical performance skills.

- Illustrate how to use the expressive potential (pitch, volume, timbre, duration) of the voice and body to communicate an idea or a feeling.
- Demonstrate how to use the expressive potential (pitch, volume, timbre, duration) of selected instruments to communicate an idea or a feeling.

Objective B: Perform varied repertoire.

- Read/sing/play traditional songs of various rhythms, textures, modes, harmonies, and forms.
- Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise thematic melodies over ostinato patterns.
- Manipulate short phrases into a complete melody.
- Play a simple melodic variation.
- Analyze the differences between the experiences of imitating and improvising.

Objective B: Create imitations of musical passages.

- Perform melodic, rhythmic, and chordal call/response, question/answer activities.
- Imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next.
- Create scale fragments or rhythmic motives for others to replicate.
- Compare experiences in imitating/creating rhythmic motives with imitating/creating melodic motives.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Describe the elements of music.

- Explain or demonstrate the production and/or transmission of musical sound; e.g., strings, winds, percussion, reeds; acoustic vs. electronic; digital vs. analog; AM vs. FM radio bands; synthetic vs. sampling.
- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Describe how a melody conveys a message.
- Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.

Objective B: Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how music is constructed; e.g., identify the meter (time signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).
- Compare and contrast styles from a variety of cultures and time periods in music listened to or performed.
- Describe the emotions and thoughts music communicates and how it does so.



Objective C: Document personal growth as a musician.

- Keep a journal and/or write reflections on personal experiences in music.
- Select a piece of own completed work that illustrates progress and explain this choice to teacher and/or parents.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.



Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.



Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

MUSIC CONNECTIONS LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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MUSIC Achievement Portfolio



Orchestra I (MU 1640)

**Practice Develops
Confidence**

_____ Student

_____ Music Teacher

_____ Parent

_____ School and District

Description of Beginning Orchestra

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No prerequisite course is required.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Beginning Orchestra Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Demonstrate correct playing position, including the position of the instrument and the right and left hands.
- Demonstrate how to release muscle tension and focus arm weight into the strings.
- Play with a straight bow stroke and use different parts of the bow: middle, tip, frog, full bow.

Objective B: Demonstrate technical performance skills.

- Practice and perform with habits that enable accurate intonation; e.g., tune strings, match pitch, play half and whole steps, master different finger patterns, and play various scales accurately.
- Demonstrate bowing techniques appropriate to the style of music to be learned; e.g., slurs, connected (legato, detache), stopped, (staccato, marcato), and/or bounced (spiccato).
- Perform a range of dynamic contrasts and tempo changes.
- Demonstrate technical fluency and speed.
- Discover how to play at least one simple folk song by ear.

Objective C: Demonstrate notational literacy.

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and playing from them.
- Demonstrate reading fluency through singing and reading games and/or exercises.
- Sight-read a new piece with the correct rhythms and pitches.

Objective D: Demonstrate productive rehearsal habits.

- Come to rehearsal prepared, do your best, and respect others.
- Assist in the care of facilities and equipment.
- Demonstrate knowledge, use, and care of instrument.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.

Objective E: Perform varied repertoire.

- Perform acceptably in public and/or for adjudication orchestra pieces in the style indicated.
- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate ability to follow the conductor.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display performance etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Explore possibilities of sounds that can be produced on the instrument.
- Improvise simple rhythms.
- Improvise simple melodies using limited pitches and/or creating variations of a familiar tune.

Objective B: Record musical thoughts in standard notation.

- Practice notation skills through copying music and/or playing rhythm and staff games.
- Notate improvised and/or dictated rhythms and pitches separately.
- Combine notated rhythms and pitches to make a melody and notate it on the staff.
- Move from sound to symbol individually or as a class.
- Improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for an antecedent phrase.

- Invent a notation system that describes the music you improvised or reminds you what to play next.
- Notate the rhythms and pitches on a staff.



Objective C: Write original melodies and short compositions.

- As a class or individually, compose a simple melody, notate it on the staff, and play it.
- As a class or individually, write a composition or an arrangement that fits a simple music form such as AB or ABA.

Standard 3

LISTEN/ANALYZE/EVALUATE

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.



Objective A: Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how music you play is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations).
- Discuss these characteristics of the music listened to or played.
- Compare and contrast styles from a variety of cultures and time periods.
- Describe the emotions and thoughts the music communicates and how it does so.



Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.

- Compare/contrast live musical performances with recordings.



Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.



Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.



Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

ORCHESTRA I LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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MUSIC Achievement Portfolio

Orchestra II



(MU 1740)

Practice Develops Confidence

_____ Student

_____ Music Teacher

_____ Parent

_____ School and District

Description of Intermediate Orchestra

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Beginning Orchestra (MU 1640) or audition.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Intermediate Orchestra Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Play with a straight bow stroke.
- Demonstrate knowledge of contact point of bow to string.
- Produce an acceptable tone over a limited range of the instrument using proper hand (left and right) position.
- Demonstrate the effect of bow speed and bow weight on tone.
- Demonstrate good posture, instrument position, and bow hold while performing and identify the same in others.
- Explain (teach) the principles of proper position to other students.
- Demonstrate a beginning vibrato motion.

Objective B: Demonstrate technical performance skills.

- Demonstrate bowing techniques appropriate to the style of music to be learned.
- Demonstrate the following bowing techniques: *detache*, *staccato*, *slurs*, *marcato*.
- Slur at least eight notes per bow.
- Accurately play a passage with varied groupings of slurs and *detache* bowings.
- Demonstrate scale and finger pattern skills.
- Play the following scales: violin—2 octave A, D, G, C, B-flat, E-flat, 1 octave F; viola and cello—2 octave A, D, G, C, F, E-flat, 1 octave B-flat; bass—1 octave A, D, G, C, F, B-flat, E-flat.
- Play the following positions: violin and viola —1st through 3rd positions; cello— 1st through 4th positions; bass— 1/2 through 4th positions (or have command of the fingering necessary to play up to and including E on the G string).
- List, define and play the dynamics ranging from *pp* to *ff*.
- Demonstrate bow usage needed to produce *p* and *f* dynamics.
- Perform with correct intonation.
- Individually play scales and passages in tune.
- Identify incorrect intonation and make necessary adjustments.

Objective C: Demonstrate notational literacy.

- Perform unfamiliar exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.
- Correctly explain standard notation symbols in instrumental music.
- Do all of the above progressing from simple unison exercises to pieces that require independence from one part to another.

Objective D: Demonstrate productive rehearsal habits.

- Show respect for the rehearsal.
- Demonstrate knowledge, use, and care of instrument.
- Contribute positively to the risk-taking rehearsal environment.
- Assist in the organization and care of music department supplies, facilities, and equipment.

Objective E: Perform varied repertoire.

- Acceptably perform in public and/or for adjudication pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Identify the key signature, meter, tempo, and dynamics of music being studied.
- Perform musical symbols, terms, and signs as found in intermediate method books.
- Successfully perform individual parts.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display commendable performance etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

☐**Objective B: Record musical thoughts in standard notation.**

- Correctly use all appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.
- Complete a given partial melody so that it ends in different ways.

☐**Objective C: Write original melodies and short compositions.**

- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3**LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

☐**Objective A: Analyze and evaluate musical examples.**

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments on music based on the effectiveness of the musical events and expressive effects.

☐**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

☐**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

☐**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

☐**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

ORCHESTRA II LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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MUSIC Achievement Portfolio



Orchestra III (MU 1780)

**Practice Develops
Confidence**

_____ Student

_____ Music Teacher

_____ Parent

_____ School and District

Description of Advanced Orchestra

This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Intermediate Orchestra (MU 1740) or audition.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)
Music Aesthetics (MU 1700)	Composition (MU 1750)
Choir I (MU 1620)	Band I (MU 1630)
Choir II (MU 1720)	Band II (MU 1730)
Choir III (MU 1760)	Band III (MU 1770)
	Orchestra I (MU 1640)
	Orchestra II (MU 1740)
	Orchestra III (MU 1780)

Advanced Orchestra Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi.
- Perform musical examples spanning *ppp* through *fff* dynamic levels while demonstrating characteristic tone at each level.
- Describe the adjustments needed in arm weight and bow speed/position to perform at the various dynamic levels and extended ranges.
- Perform musical examples that utilize pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone using vibrato.
- Identify and demonstrate the adjustments and physical development that are required to increase the playing range on a particular instrument.

Objective B: Demonstrate technical performance skills.

- Recognize and correctly perform bowing style markings.
- Define bowing terms.
- Contrast bowing styles from one style period to another style period.
- Identify and perform the keys/scales relating to the works to be studied or performed.
- Violins, violas, and cellos perform three octave scales and basses two octaves in all major and minor and chromatic keys.
- Demonstrate dynamics ranging from *ppp* to *fff*.
- Individually and collectively perform musical passages in time and in tune.
- Identify incorrect intonation and make necessary adjustments without prompting.

Objective C: Demonstrate notational literacy.

- Correctly explain standard notation symbols in instrumental music.
- Perform correct rhythms and pitches while sight-reading.
- Sight-read with sensitivity, correct dynamics, phrasing, expression, and style.

Objective D: Demonstrate productive rehearsal habits.

- Show respect for the rehearsal process.
- Demonstrate knowledge, use, and care of instrument.
- Contribute positively to the risk-taking rehearsal environment.
- Assist in the organization and care of music department supplies, facilities, and equipment.

Objective E: Perform varied repertoire.

- Acceptably perform in public and/or for adjudication pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Identify and define notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Successfully perform individual parts.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display performance etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise “answers” in the same style to given melodic phrases using pentatonic, major or minor scales up to 16 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic, major or minor scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

Objective B: Record musical thoughts in standard notation.

- Correctly use appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.
- Complete a partial melody so that it ends in different ways.

Standard 3**LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how own music played is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations).
- Discuss these characteristics of music listened to or played.
- Compare and contrast styles from a variety of cultures and time periods.
- Describe emotions and thoughts the music communicates and how it does so.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate impeccable behavior while at a concert.
- Compare/contrast live musical performances with recordings.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

ORCHESTRA III LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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SECONDARY THEATRE



***Foundations I** (TH 1800) ***Foundations II** (TH 1810) ***Foundations III** (TH 1820) ***Foundations IV** (TH 1830)

The Utah State Theatre Core divides the goals of theatre education into four theatre standards which are Script Writing, Acting, Designing/Implementing, and Constructing Meaning. The standards organize the curriculum into manageable and related units and guide the student through a rich experience with theatre. Each standard is broken into objectives, each objective into indicators. The individual courses are presented in a portfolio format to facilitate student progress and to encourage the support of parents, teachers, and classmates. Listed below are all the theatre objectives. Each course includes the objectives relevant to its focus and provides indicators to detail the emphasis indicated in the course descriptions that follow. There are additional, elective courses available in many schools. Existing school theatre equipment such as fly systems, lighting/sound systems and equipment, and stage craft equipment are required for each course.

Standard 1 SCRIPT WRITING

Students will integrate unity, character, and plot in scripting dramatic presentations.

- Objective A:** Interrelate all environments, situations, and characters when creating dramatic presentations.
- Objective B:** Create appropriate character dialogue and physical attributes within a dramatic presentation.
- Objective C:** Create linear and non-linear plot structures.

Standard 2 ACTING

Students will develop the basic techniques of acting.

- Objective A:** Develop expressive use of stage movement through body awareness and spatial perception.
- Objective B:** Develop expressive use of the voice.
- Objective C:** Develop sensory/emotional recall techniques.
- Objective D:** Develop character building techniques.
- Objective E:** Develop ensemble/rehearsal techniques.

Standard 3 DESIGNING/IMPLEMENTING

Students will use the basic elements of design.

- Objective A:** Envision design ideas for dramatic presentations.
- Objective B:** Investigate the technical skills required to execute a design.

Standard 4 CONSTRUCTING MEANING

Students will develop critical thinking skills to construct meaning.

- Objective A:** Apply internal and external research to a dramatic presentation.
- Objective B:** Compare/integrate other art forms with theatre.
- Objective C:** Analyze/critique personal preferences acquired through experiencing theatre as a participant and an observer.
- Objective D:** Articulate the role of history and culture in theatre.
- Objective E:** Connect personal experiences with dramatic presentations to own life.
- Objective F:** Demonstrate the use of assessment techniques in achieving theatre objectives.

THEATRE COURSE DESCRIPTIONS

Foundations I (TH 1800)

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. This is the entry-level course that introduces these two concepts. *No prerequisite course is required.*

Foundations II (TH 1810)

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of dramatic unity, comparison and integration of art forms, analysis and critique of performance, and understanding of context and the effect of history and culture on character action. *The prerequisite for this course is Foundations I (TH 1800).*

Foundations III (TH 1820)

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of production unity, character conflict, character motivation through movement and voice, projecting mood and feelings, trust, the design concepts of visualization and technology, researching a script, variety in art forms, assessing performance effectiveness, and famous theatre professionals. *The prerequisite for this course is Foundations I or II (1800 or 1810).*

Foundations IV (TH 1830)

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of scripting suspense; establishing historical and cultural worlds (Shakespeare); using accents and dialects; emotional connection; subtext; symbolic design; theatre careers; the directing concepts of vision, staging, and producing; play reviews; arts integration within a dramatic presentation; and advanced theatre assessment strategies. *The prerequisite for this course is Foundations I, II, or III (1800, 1810, or 1820).*

THEATRE Achievement Portfolio Foundations I

(TH 1800)



**Practice Develops
Confidence**

____ Student
____ Theatre Teacher
____ Parent
____ School and District

Description of Foundations I

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. This is the entry-level course that introduces these two concepts. *No prerequisite course is required.*

Explanation of Standards

The Utah State Theatre Arts Core divides each of the goals of theatre education into standards which organize the curriculum into manageable and related units representing the artistry and craft of theatre as well as the critical thinking skills essential to the theatre process. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include existing school theatre equipment such as fly systems, lighting/sound systems and equipment, and stage craft equipment.

Listed below are all of the courses presented in the Theatre Arts Core Curriculum. There may be additional, elective courses available in some schools.

Foundations I (TH 1800)	Foundations II (TH 1810)
Foundations III (TH 1820)	Foundations IV (TH 1830)

Standard 1 SCRIPT WRITING
Students will integrate character and plot in scripting dramatic presentations.



Objective A: CHARACTER
Create appropriate character dialogue and physical attributes within a dramatic presentation.

- Plan dialogue and physical attributes for characters in a dramatic presentation.
- Act out dialogue and physical attributes for characters in a dramatic presentation.



Objective B: PLOT
Create linear and non-linear plot structures.

- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.
- Play out linear and non-linear plot structures; e.g., improvise fairy tales using linear and non-linear plots.

Standard 2 ACTING
Students will develop the basic techniques of acting; i.e., movement, voice, sensory/emotional recall, character building, and ensemble/rehearsal techniques.



Objective A: MOVEMENT
Develop expressive use of stage movement through body

awareness and spatial perception.

- Demonstrate comfortable movement when acting.
- Explain the elements of physical movement; e.g., energy, locomotion, balance, relaxation.



Objective B: VOICE
Develop expressive use of the voice.

- Demonstrate a clear voice when communicating in performance.
- Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.



Objective C:
**SENSORY/EMOTIONAL
RECALL**
Develop sensory/emotional recall techniques.

- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.



Objective D:
CHARACTERIZATION
Develop character building techniques.

- Explain objective (what a character wants) and motive (why a character wants something).

- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).



Objective E:
***ENSEMBLE/REHEARSAL
TECHNIQUES***

Develop ensemble/rehearsal techniques.

- Demonstrate rehearsal warm-up.
- Demonstrate basic blocking and staging rubric; e.g., stage directions, focus, levels, crosses, share.
- Demonstrate active listening skills.

**Standard 3 CONSTRUCTING
MEANING**
Students will develop critical thinking skills to construct meaning.



Objective A:
APPLYING LIFE SKILLS
Connect personal experiences with dramatic presentations to own life.

- Explain how theatre can contribute to lifelong learning.

- Explain how theatre can enhance and maintain complex thinking skills.
- Explain how theatre builds effective communication skills.
- Explain how theatre develops the ability to collaborate with others.
- Explain how theatre promotes responsible citizenship.



Objective B:
SELF-ASSESSING
Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.

- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs, research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory essays.

LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

THEATRE Achievement Portfolio Foundations II

(TH 1810)



**Practice Develops
Confidence**

Student
Theatre Teacher
Parent
School and District

Description of Foundations II

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of dramatic unity, comparison and integration of art forms, analysis and critique of performance, and understanding of context and the effect of history and culture on character action. *The prerequisite for this course is Foundations I (TH 1800).*

Explanation of Standards

The Utah State Theatre Arts Core divides each of the goals of theatre education into standards which organize the curriculum into manageable and related units representing the artistry and craft of theatre as well as the critical thinking skills essential to the theatre process. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include existing school theatre equipment such as fly systems, lighting/sound systems and equipment, and stage craft equipment.

Listed below are all of the courses presented in the Theatre Arts Core Curriculum. There may be additional, elective courses available in some schools.

Foundations I (TH 1800)
Foundations III (TH 1820)

Foundations II (TH 1810)
Foundations IV (TH 1830)

Standard 1 SCRIPT WRITING

Students will integrate unity, character, and plot in scripting dramatic presentations.



Objective A: UNITY

Interrelate all environments, situations, and characters when creating dramatic presentations.

- Plan interrelated environments, situations, and characters in a dramatic presentation.
- Act out interrelated environments, situations, and characters in a dramatic presentation.



Objective B: CHARACTER Create appropriate character dialogue and physical attributes within a dramatic presentation.

- Plan dialogue and physical attributes for characters in a dramatic presentation.
- Act out dialogue and physical attributes for characters in a dramatic presentation.



Objective C: PLOT

Create linear and non-linear plot structures.

- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.
- Play out linear and non-linear plot structures; e.g., improvise fairy tales, fracture fairy tales, create new fairy tales.

Standard 2 ACTING

Students will develop the basic techniques of acting.



Objective A: MOVEMENT

Develop expressive use of stage movement through body awareness and spatial perception.

- Demonstrate comfortable movement when acting.
- Explain the elements of physical movement; e.g., energy, locomotion, balance, relaxation.
- Demonstrate the use of movement to define who, what, when, where, and why.



Objective B: VOICE

Develop expressive use of the voice.

- Demonstrate a clear voice when communicating in performance.
- Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.
- Demonstrate the use of voice to define who, what, when, where, and why.



Objective C: SENSORY/EMOTIONAL RECALL

Develop sensory/emotional recall techniques.

- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.



Objective D: CHARACTERIZATION

Develop character building techniques.

- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).
- Demonstrate inner dialogue in support of the who, what, where, when, and why of the character.



Objective E: ENSEMBLE/REHEARSAL TECHNIQUES

Develop ensemble/rehearsal techniques.

- Demonstrate rehearsal warm-up.
- Demonstrate basic blocking and staging elements; e.g., stage directions, focus, levels, crosses.
- Demonstrate active listening skills.

- Demonstrate cooperation skills; e.g., supporting other performers when not performing, supporting new ideas, supporting one another when performing together.

Standard 3 **CONSTRUCTING MEANING**

Students will develop critical thinking skills to construct meaning.



Objective A: *COMPARING / INTEGRATING ART FORMS*

Compare/integrate other art forms with theatre.

- Articulate the impact of the audience on theatre and other art forms; e.g., dance, film, music, electronic media.
- Explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theatre and other art forms; e.g., dance, film, music, electronic media.



Objective B: *ANALYZING/CRITIQUING*

Analyze/critique personal preferences acquired through experiencing theatre as a participant and an observer.

- Explain how a dramatic presentation is similar to and different from own life.
- Create different rubrics for critiquing live theatre, film, and television.



Objective C: *UNDERSTANDING CONTEXT*

Articulate the role of history and culture in theatre.



Objective D:

***APPLYING LIFE SKILLS* Connect personal experiences with dramatic presentations to own life.**

- Explain how theatre can contribute to lifelong learning.
- Explain how theatre can enhance and maintain complex thinking skills.
- Explain how theatre builds effective communication skills.
- Explain how theatre develops the ability to collaborate with others.
- Explain how theatre promotes responsible citizenship.



Objective E:

SELF-ASSESSING

Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.

- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs, reflections.

THEATRE FOUNDATIONS II LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:



This is the percentage of indicators the class completed:



For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

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THEATRE Achievement Portfolio

Foundations III

(TH 1820)



**Practice Develops
Confidence**

____ Student
 _____ Theatre Teacher
 _____ Parent
 _____ School and District

Description of Foundations III

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of production unity, character conflict, character motivation through movement and voice, projecting mood and feelings, trust, the design concepts of visualization and technology, researching a script, variety in art forms, assessing performance effectiveness, and famous theatre professionals. *The prerequisite for this course is Foundations I or II (1800 or 1810).*

Explanation of Standards

The Utah State Theatre Arts Core divides each of the goals of theatre education into standards which organize the curriculum into manageable and related units representing the artistry and craft of theatre as well as the critical thinking skills essential to the theatre process. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include existing school theatre equipment such as fly systems, lighting/sound systems and equipment, and stage craft equipment.

Listed below are all of the courses presented in the Theatre Arts Core Curriculum. There may be additional, elective courses available in some schools.

Foundations I (TH 1800)
Foundations III (TH 1820)

Foundations II (TH 1810)
Foundations IV (TH 1830)

Theatre Foundations III

Student Achievement Portfolio

Standard 1 **SCRIPT WRITING**

Students will integrate unity, character, and plot in scripting dramatic presentations.

Objective A: *UNITY*

Interrelate all environments, situations, and characters when creating dramatic presentations.

- Plan interrelated environments, situations, and characters in a dramatic presentation.
- Act out interrelated environments, situations, and characters in a dramatic presentation.
- Write a unified dramatic presentation; e.g., scene outline, scene with dialogue, short one-act play.

Objective B: *CHARACTER*

Create appropriate character dialogue and physical attributes within a dramatic presentation.

- Plan dialogue and physical attributes for characters in a dramatic presentation.
- Act out dialogue and physical attributes for characters in a dramatic presentation.
- Write descriptions for characters in a dramatic presentation.

Objective C: *PLOT*

Create linear and non-linear plot structures.

- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.
- Play out linear and non-linear plot structures; e.g., improvise fairy tales, fracture fairy tales, create new fairy tales.
- Write a scene driven by character conflict; e.g., conflicts that come from within the character, the situation, or the environment.

Standard 2 **ACTING**

Students will develop the basic techniques of acting.

Objective A: *MOVEMENT*

Develop expressive use of stage movement through body awareness and spatial perception.

- Demonstrate comfortable movement when acting.
- Explain the elements of physical movement; e.g., energy, locomotion, balance, relaxation.

- Demonstrate the use of movement to define who, what, when, where, and why.
- Use movement to reveal character emotion.

Objective B: *VOICE*

Develop expressive use of the voice.

- Demonstrate a clear voice when communicating in performance.
- Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.
- Demonstrate the use of voice to define who, what, when, where, and why.
- Use the voice to reveal character intention.

Objective C: *SENSORY/EMOTIONAL RECALL*

Develop sensory/emotional recall techniques.

- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.
- Project feelings and moods for a scripted character using memory and imagination.

Objective D: *CHARACTERIZATION*

Develop character building techniques.

- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).
- Demonstrate inner dialogue in support of the who, what, where, when, and why of the character.

Objective E: *ENSEMBLE/REHEARSAL TECHNIQUES*

Develop ensemble/rehearsal techniques.

- Demonstrate rehearsal warm-up.
- Demonstrate basic blocking and staging elements; e.g., stage directions, focus, levels, crosses.
- Demonstrate active listening skills.
- Demonstrate cooperation skills; e.g., supporting other performers when not performing, supporting new ideas, supporting one another when performing together.
- Demonstrate trust (risk-taking) when performing.

Standard 3 **DESIGNING /IMPLEMENTING**

Students will use the basic elements of design.



Objective A: *VISUALIZATION*
Envision design ideas for dramatic presentations.

- Plan design ideas to accommodate all environments, situations, and characters in a dramatic presentation; i.e., from the viewpoint of set, costuming, lights, sound, make-up, and props.
- Articulate the required skills and responsibilities of a theatre designer; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Draw a floor plan for a dramatic presentation; e.g. solve the problems of scene elements such as furniture, entrance ways, and action needs.



Objective B: *TECHNOLOGY*
Investigate the technical skills required to execute a design.

- Articulate the technical skills required to implement a design concept; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Explain how electronic technology might enhance a dramatic presentation.

Standard 4 CONSTRUCTING MEANING
 Students will develop critical thinking skills to construct meaning.



Objective A: *RESEARCHING*
Apply internal and external research to a dramatic presentation.

- Demonstrate script analysis (internal research); i.e., from the viewpoint of scriptwriter, actor, designer, and director.
- Demonstrate historical and cultural analysis (external research); i.e., from the viewpoint of a scriptwriter, actor, designer, and director.
- Describe the responsibilities of a dramaturge.



Objective B: *COMPARING / INTEGRATING ART FORMS*
Compare/integrate other art forms with theatre.

- Articulate the impact of the audience on theatre and other art forms; e.g., dance, film, music, electronic media
- Explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theatre and other art forms; e.g., dance, film, music, electronic media.
- Explain how different art forms serve each other in performance; e.g., theatre, musical theatre, dance, concert, orchestra, film, performance art.



Objective C: *ANALYZING/CRITIQUING*
Analyze/critique personal preferences acquired through experiencing theatre as a participant and an observer.

- Explain how a dramatic presentation is similar to and different from own life.
- Create different rubrics for critiquing live theatre, film, and television.
- Describe the effectiveness of a dramatic presentation; e.g., script writing, acting, design, technology, directing, and overall production quality.



Objective D: *UNDERSTANDING CONTEXT*
Articulate the role of history and culture in theatre.

- Explain how historical period might affect character action.
- Explain how different cultures might affect character action.
- Report on the works of famous scriptwriters, actors, designers, directors, or dramaturges in various cultures and historical periods.



Objective E: *APPLYING LIFE SKILLS*
Connect personal experiences with dramatic presentations to own life.

- Explain how theatre can contribute to lifelong learning.
- Explain how theatre can enhance and maintain complex thinking skills.
- Explain how theatre builds effective communication skills.
- Explain how theatre develops the ability to collaborate with others.
- Explain how theatre promotes responsible citizenship.



Objective F: *SELF-ASSESSING*
Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.

- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs, research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory essays.

THEATRE FOUNDATIONS III LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

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THEATRE Achievement Portfolio

Foundations IV



(TH 1830)

**Practice Develops
Confidence**

____ Student
 _____ Theatre Teacher
 _____ Parent
 _____ School and District

Description of Foundations IV

There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of scripting suspense; establishing historical and cultural worlds (Shakespeare); using accents and dialects; emotional connection; subtext; symbolic design; theatre careers; the directing concepts of vision, staging, and producing; play reviews; arts integration within a dramatic presentation; and advanced theatre assessment strategies. *The prerequisite for this course is Foundations I, II, or III (1800, 1810, or 1820).*

Explanation of Standards

The Utah State Theatre Arts Core divides each of the goals of theatre education into standards which organize the curriculum into manageable and related units representing the artistry and craft of theatre as well as the critical thinking skills essential to the theatre process. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include existing school theatre equipment such as fly systems, lighting/sound systems and equipment, and stage craft equipment.

Listed below are all of the courses presented in the Theatre Arts Core Curriculum. There may be additional, elective courses available in some schools.

Foundations I (TH 1800)	Foundations II (TH 1810)
Foundations III (TH 1820)	Foundations IV (TH 1830)

Standard 1 **SCRIPT WRITING**

Students will integrate unity, character, and plot in scripting dramatic presentations.

Objective A: **UNITY**

Interrelate all environments, situations, and characters when creating dramatic presentations.

- Plan interrelated environments, situations, and characters in a dramatic presentation.
- Act out interrelated environments, situations, and characters in a dramatic presentation.
- Write a unified dramatic presentation; e.g., scene outline, scene with dialogue, short one-act play.

Objective B: **CHARACTER**

Create appropriate character dialogue and physical attributes within a dramatic presentation.

- Plan dialogue and physical attributes for characters in a dramatic presentation.
- Act out dialogue and physical attributes for characters in a dramatic presentation.
- Write descriptions for characters in a dramatic presentation.

Objective C: **PLOT**

Create linear and non-linear plot structures.

- Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.
- Play out linear and non-linear plot structures; e.g., improvise fairy tales, fracture fairy tales, create new fairy tales.
- Write a scene driven by character conflict; e.g., conflicts that come from within the character, the situation, or the environment.

Standard 2 **ACTING**

Students will develop the basic techniques of acting.

Objective A: **MOVEMENT**

Develop expressive use of stage movement through body awareness and spatial perception.

- Demonstrate comfortable movement when acting.
- Explain the elements of physical movement; e.g., energy, locomotion, balance, relaxation.
- Demonstrate the use of movement to define who, what, when, where, and why.
- Use movement to reveal character emotion.

Objective B: **VOICE**

Develop expressive use of the voice.

- Demonstrate a clear voice when communicating in performance.
- Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.
- Demonstrate the use of voice to define who, what, when, where, and why.
- Use the voice to reveal character intention.

Objective C: **SENSORY/EMOTIONAL RECALL**

Develop sensory/emotional recall techniques.

- Use memory and imagination to experience smells, tastes, textures, sights, and sounds.
- Use memory and imagination to experience feelings and moods.
- Project feelings and moods for a scripted character using memory and imagination.

Objective D: **CHARACTERIZATION**

Develop character building techniques.

- Explain objective (what a character wants) and motive (why a character wants something).
- Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).
- Demonstrate inner dialogue in support of the who, what, where, when, and why of the character.

Objective E: **ENSEMBLE/REHEARSAL TECHNIQUES**

Develop ensemble/rehearsal techniques.

- Demonstrate rehearsal warm-up.
- Demonstrate basic blocking and staging rubric; e.g., stage directions, focus, levels, crosses, share.
- Demonstrate active listening skills.
- Demonstrate cooperation skills; e.g., supporting other performers when not performing, supporting new ideas, supporting one another when performing together.

Standard 3 **DESIGNING /IMPLEMENTING**

Students will use the basic elements of design.

Objective A: **VISUALIZATION**

Envision design ideas for dramatic presentations.

- Plan design ideas to accommodate all environments, situations, and characters in a dramatic presentation; i.e., from the viewpoint of set, costuming, lights, sound, make-up, and props.

- Articulate the required skills and responsibilities of a theatre designer; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Draw a floor plan for a dramatic presentation; e.g. solve the problems of scene elements such as furniture, entrance ways, action needs.



Objective B: *TECHNOLOGY*
Investigate the technical skills required to execute a design.

- Articulate the technical skills required to implement a design concept; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.
- Explain how electronic technology might enhance a dramatic presentation.

Standard 4 CONSTRUCTING MEANING
 Students will develop critical thinking skills to construct meaning.



Objective A: *RESEARCHING*
Apply internal and external research to a dramatic presentation.

- Demonstrate script analysis (internal research); i.e., from the viewpoint of scriptwriter, actor, designer, and director.
- Demonstrate historical and cultural analysis (external research); i.e., from the viewpoint of a scriptwriter, actor, designer, and director.
- Describe the responsibilities of a dramaturge.



Objective B: *COMPARING / INTEGRATING ART FORMS*
Compare/integrate other art forms with theatre.

- Articulate the impact of the audience on theatre and other art forms; e.g., dance, film, music, electronic media.
- Explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theatre and other art forms; e.g., dance, film, music, electronic media.
- Explain how different art forms serve each other in performance; e.g., theatre, musical theatre, dance, concert, orchestra, film, performance art.



Objective C: *ANALYZING/CRITIQUING*
Analyze/critique personal preferences acquired through experiencing theatre as a participant and an observer.

- Explain how a dramatic presentation is similar to and different from own life.
- Create different rubrics for critiquing live theatre, film, and television.

- Describe the effectiveness of a dramatic presentation; e.g., script writing, acting, design, technology, directing, and overall production quality.



Objective D: *UNDERSTANDING CONTEXT*
Articulate the role of history and culture in theatre.

- Explain how historical period might affect character action.
- Explain how different cultures might affect character action.
- Report on the works of famous scriptwriters, actors, designers, directors, or dramaturges in various cultures and historical periods.



Objective E: *APPLYING LIFE SKILLS*
Connect personal experiences with dramatic presentations to own life.

- Explain how theatre can contribute to lifelong learning.
- Explain how theatre can enhance and maintain complex thinking skills.
- Explain how theatre builds effective communication skills.
- Explain how theatre develops the ability to collaborate with others.
- Explain how theatre promotes responsible citizenship.



Objective F: *SELF-ASSESSING*
Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.

- Articulate personal goals.
- Use perceive/reflect rubric assessment.
- Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs, research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory essays.

THEATRE FOUNDATIONS IV LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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 The space below is for written communication between student, teacher, and parent.

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SECONDARY VISUAL ARTS

***Foundations 1** (VA 1100) ***3D Design** (VA 1110) ***Printmaking** (VA 1130) ***Drawing** (VA 1140)
***Painting** (VA 1150) ***Jewelry** (VA 1160) ***Photography** (VA 1170) ***Foundations 2** (VA 1200)
***Art History and Criticism** (VA 1210) ***Ceramics** (VA 1220) ***Sculpture** (VA 1230)
***Film Making** (VA 1240) ***Commercial Art and Electronic Media** (VA 1250)

The Utah State Visual Arts Core divides the goals of art education into four standards, which are Making, Perceiving, Expressing, and Contextualizing. The standards organize the curriculum into manageable and related units and guide the student through a rich experience with art. Each standard is broken into objectives, each objective into indicators. The individual core courses are presented in a portfolio format to facilitate student progress and to encourage the support of parents, teachers, and classmates. Listed below are all the visual art objectives (excluding Film Making). Each course includes the objectives relevant to its focus and provides indicators to detail the emphasis indicated in the course descriptions that follow. There are additional, elective courses such as AP Art History and Studio Art available in many schools. Computer with art/graphic software, color printer, image projector and appropriate new technologies are required for Visual Arts Courses.

Standard 1 MAKING

Students will assemble and create visual art by manipulating art media and by organizing images with the elements and principles.

Objective A: Explore, understand, and refine techniques and processes in a variety of media.

Objective B: Create visual art using art elements and principles.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating visual art.

Objective A: Critique visual art.

Objective B: Evaluate visual art.

Standard 3 EXPRESSING

Students will create meaning in visual art.

Objective A: Create content in visual art.

Objective B: Perceive content in works of art.

Objective C: Curate visual art ordered by medium and content.

Standard 4 CONTEXTUALIZING

Students will find meaning in visual art through settings and other modes of learning.

Objective A: Align works of art according to history, geography, and personal experience.

Objective B: Synthesize visual art with other educational subjects.

Objective C: Evaluate the impact of visual art on life outside of school.

VISUAL ART COURSE DESCRIPTIONS

Art History and Criticism (VA 1210)

This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and appreciation of the Visual Arts. With an overview of studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Ceramics (VA 1220)

This course is for the High School Visual Arts Core Curriculum. Ceramics develops basic skills in the creation of 3D forms and pottery from clays. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Commercial Art and Electronic Media (VA 1250)

This course is for the High School Visual Arts Core Curriculum. CAEM is an overview of traditional art media and new electronic art media used in modern communications. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Drawing (VA 1140)

This course is for the High School Visual Arts Core Curriculum. Drawing focuses on black and white or monochromatic rendering from life, pictures, masterworks, and imagination. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Film Making (VA 1240)

This course is for the High School Visual Arts Core Curriculum. It is designed to provide an overview and introduction to the four most basic phases of film making; Development, Pre-Production, Production, and Post-Production. This course covers higher level thinking skills and art-related technology skills with an emphasis on the creation of films in either traditional or electronic media.

Foundations I (VA 1100)

This is the required Junior High/Middle School Visual Arts Core course. It is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics.

Foundations II (VA 1200)

This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and introduction to Visual Arts through studying a variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

Jewelry (VA 1160)

This course is for the High School Visual Arts Core Curriculum. Students are taught basic jewelry making skills such as filing, sawing, soldering, casting, and stone setting. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Painting (VA 1150)

This course is for the High School Visual Arts Core Curriculum. Painting includes wet media with processes such as transparent and opaque painting and focuses on the operations of color. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Photography (VA 1170)

This course is for the High School Visual Arts Core Curriculum. Photography includes the inventive use of light and photographic equipment to create art. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Printmaking (VA 1130)

This is an entry-level course for the High School Visual Arts Core Curriculum. Printmaking teaches how to make fine art prints using studio processes such as relief, intaglio, planography, and stencil. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Sculpture (VA 1230)

This course is for the High School Visual Arts Core Curriculum. Sculpture is an overview of basic skills used to create 3-dimensional works of art. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

3-D Design (VA 1110)

This course is for the High School Visual Arts Core Curriculum. 3-D Design provides an overview and introduction to fine crafts, their media, and the cultures they represent. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The pre-requisite for this course is Foundations I or II.*

Visual Arts Achievement Portfolio

Art History and Criticism

(VA 1210)



Practice Develops Confidence

_____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Art History

This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and appreciation of the Visual Arts. With an overview of studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Sculpture (VA 1230)
	Photography (VA 1170)
	Ceramics (VA 1220)
	Jewelry (VA 1160)

Periods explored: _____

Standard 1 MAKING

Students will examine how works of art were created by manipulating media and by organizing images with art elements and principles.



Objective A: Understand techniques and processes in a variety of media.

- Identify a variety of media including current arts-related technologies.
- Analyze the expressive potential of art media, techniques, and processes.
- Understand the physical demands of art media, equipment, and studio space.



Objective B: Explore how works of art are organized using art elements and principles.

- Analyze the art elements in architecture, sculpture, painting, and drawing.
- Analyze how the art elements interact to form the art principles in architecture, sculpture, painting, and drawing.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating works of art.



Objective A: Critique works of art.

- Analyze artworks regarding effective use of art elements and principles.
- Examine the functions of art.
- Interpret works of art.



Objective B: Evaluate works of art.

- Analyze and compare works of art using a variety of aesthetic approaches.
- Evaluate works of art based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will discover meaning in art.



Objective A: Perceive content in works of art.

- Identify subject matter, metaphor, themes, symbols, and content in works of art.
- Assess which works of art effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.

- Interpret subject matter, metaphor, themes, symbols, or content through divergent, novel, or individually inspired applications of art media and art elements and principles.



Objective B: Curate works of art ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in works of art through settings and other modes of learning.



Objective A: Align works of art according to history, geography, and personal experience.

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.

- Analyze the impact of time, place, and culture on works of art.

- Evaluate own relationship with artworks from various periods in history.



Objective B: Synthesize art with other educational subjects.

- Integrate art history with dance, music, and theatre.
- Explore how art history can be integrated across disciplines.



Objective C: Evaluate the impact of art on life outside of school.

- Examine careers related to art history.
- Predict how art history can add quality to life and lifelong learning.

ART HISTORY AND CRITICISM LEGEND

Each box to the left of the indicator contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the indicators:



This is the percentage of indicators the class completed:



For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

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Visual Arts Achievement Portfolio



Ceramics

(VA 1220)

Practice Develops Confidence

____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Ceramics

This course is for the High School Visual Arts Core Curriculum. Ceramics develops basic skills in the creation of 3D forms and pottery from clays. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Photography (VA 1170)
	Jewelry (VA 1160)
	Ceramics (VA 1220)

Ceramics Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create ceramics by manipulating art media and by organizing images with the elements and principles.



Objective A: Explore, understand, refine techniques and processes in a variety of media.

- Experience and control a variety of ceramic media, including current arts-related technologies.
- Select and analyze the expressive potential of ceramic media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.



Objective B: Create ceramics using art elements and principles.

- Create expressive ceramics using art elements, including form, shape, negative space, and texture.
- Create expressive works of art using principles to organize the art elements, including contrast, repetition, balance, and unity.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating ceramics.



Objective A: Critique ceramics works.

- Analyze ceramic works regarding use of art elements and principles.
- Examine the functions of ceramics.
- Interpret ceramic works.



Objective B: Evaluate ceramics.

- Analyze and compare ceramic works using a variety of aesthetic approaches.
- Evaluate ceramics based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will create meaning in ceramics.



Objective A: Create content in ceramics.

- Identify subject matter, metaphor, themes, symbols, and content in ceramics.
- Create ceramics that effectively communicate subject matter,

metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of ceramic media or art elements and principles that express content.



Objective B: Curate ceramics ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit ceramics selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in ceramics through settings and other modes of learning.



Objective A: Align ceramics according to history, geography, and personal experience.

- Use visual characteristics to group ceramic works into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on ceramics.
- Evaluate own relationship with artworks from various periods in history.



Objective B: Synthesize ceramics with other educational subjects.

- Integrate the ceramics with dance, music, and theater.
- Explore how ceramics can be integrated across disciplines.



Objective C: Evaluate the impact of ceramics on life outside of school.

- Examine careers related to ceramics.
- Predict how ceramics can add quality to life and lifelong learning.

CERAMICS LEGEND

Each box to the left of the indicator contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the indicators:



This is the percentage of indicators the class completed:



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Visual Arts Achievement Portfolio



Commercial Art and Electronic Media

(VA 1250)

Practice Develops Confidence

____ Student

____ Art Teacher

____ Parent

____ School and District

Description of Commercial Art and Electronic Media

This course is for the High School Visual Arts Core Curriculum. CAEM is an overview of traditional art media and new electronic art media used in modern communications. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA1140)
Painting (VA 1150)	Photography (VA1170)
Ceramics (VA 1220)	Jewelry (VA 1160)

Commercial Art & Electronic Media

Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create works of CAEM by manipulating art media and by organizing images with the elements and principles.

Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of CAEM media, including current arts-related technologies.
- Select and analyze the expressive potential of CAEM media, techniques, and processes.
- Practice safe and responsible use of CAEM media, equipment, and studio space.

Objective B: Create works of CAEM using art elements and principles.

- Create expressive works of CAEM using art elements, including color relationships, line, and shape.
- Create expressive works of art using principles to organize the art elements, including composition, emphasis, and eye movement.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating works of CAEM.



Objective A: Critique works of CAEM.

- Analyze CAEM regarding use of art elements and principles.
- Examine the functions of CAEM.
- Interpret works of CAEM.



Objective B: Evaluate works of CAEM.

- Analyze and compare works of CAEM using a variety of aesthetic approaches.
- Evaluate works of CAEM based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will create meaning in CAEM.



Objective A: Create content in works of CAEM.

- Identify subject matter, metaphor, themes, symbols, and content in works of CAEM.
- Create works of CAEM that effectively communicate subject

matter, metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of art media or art elements and principles that express content.



Objective B: Curate works of CAEM ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of CAEM selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in works of CAEM through settings and other modes of learning.



Objective A: Align works of CAEM according to history, geography, and personal experience.

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on works of CAEM.
- Evaluate own relationship with artworks from various periods in history.



Objective B: Synthesize CAEM works with other educational subjects.

- Integrate CAEM with dance, music, and theater.
- Explore how CAEM can be integrated across disciplines.



Objective C: Evaluate the impact of CAEM on life outside of school.

- Examine careers related to CAEM.
- Predict how CAEM can add quality to life and lifelong learning.

COMMERCIAL ART & ELECTRONIC MEDIA LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

Visual Arts Achievement Portfolio



Drawing

(VA 1140)

Practice Develops Confidence

____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Drawing

This course is for the High School Visual Arts Core Curriculum. Drawing focuses on black and white or monochromatic rendering from life, pictures, masterworks, and imagination. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses included in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Sculpture (VA 1230)
	Photography (VA 1170)
	Ceramics (VA 1220)
	Jewelry (VA 1160)

Drawing Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create drawings by manipulating art media and by organizing images with the elements and principles.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of media, including current arts-related technologies.
- Select and analyze the expressive potential of drawing media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.



Objective B: Create drawings using art elements and principles.

- Create expressive drawings using art elements, including line, shape, form, value, contour, and perspective.
- Create expressive works of art using principles to organize the art elements, including mood, emphasis, and unity.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating drawings.



Objective A: Critique drawings.

- Analyze drawings regarding use of art elements and principles.
- Examine the functions of drawing.
- Interpret drawings.



Objective B: Evaluate drawings.

- Analyze and compare drawings using a variety of aesthetic approaches.
- Evaluate drawings based on their forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will create meaning in drawings.



Objective A: Create content in drawings.

- Identify subject matter, metaphor, themes, symbols, and content in drawings.
- Create drawings that effectively communicate subject matter,

metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of art media or art elements and principles that express content.



Objective B: Curate drawings ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit drawings selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in drawings through settings and other modes of learning.



Objective A: Align drawings according to history, geography, and personal experience.

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on drawings.
- Evaluate own relationship with drawings from various periods in history.



Objective B: Synthesize drawing with other educational subjects.

- Integrate drawing with dance, music, and theater.
- Explore how drawing can be integrated across disciplines.



Objective C: Evaluate the impact of drawing on life outside of school.

- Examine careers related to drawing.
- Predict how drawing can add quality to life and lifelong learning.

DRAWING LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:
This is the percentage of indicators the class completed:



For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Visual Arts Achievement Portfolio



Film Making

(VA 1240)

Practice Develops Confidence

____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Film Making

This course is for the High School Visual Arts Core Curriculum. It is designed to provide an overview and introduction to the four most basic phases of film making: Development, Pre-Production, Production, and Post-Production. This course covers higher-level thinking skills and art-related technology skills with an emphasis on the creation of films in either traditional or electronic media. *The prerequisite for this course is any other high school fine arts course.*

Explanation of Standards

The discipline of Film Making is a high tech form of story telling. It requires diverse talents from many people and a broad range of equipment and locale. This Core is designed to direct the student through the film making process from the concept of the story line to exhibition of the final project. The Core assists the student to both participate in and oversee the actual creation of a film. The Core is divided into four standards; each standard is broken down into several objectives. Each objective is further broken down into a range of actions (bulleted) that achieve the objective. The student scores his or her achievement within each objective by marking a number ranging from 0 to 10 in a box to the left of each objective. At the end of the Core is a legend wherein the student or teacher tallies the average score from the objective boxes and the number of objectives the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projector, image capturing devices such as digital camera and camcorder, playback device, and editing hard- and software, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Sculpture (VA 1230)
	Photography (VA 1170)
	Ceramics (VA 1220)
	Jewelry (VA 1160)

Film Making Student Achievement Portfolio

Standard 1 DEVELOPMENT
Students will assemble and create story lines for the premise of a movie.



Objective A: CONCEPTUALIZATION
Create a story line and a vision.

- Develop a story line; e.g., retell or interpret an event or parody previously made film or event.
- Evaluate integration of genres.
- Address ethical, moral, and legal considerations.



Objective B: RESEARCH
Add detail to the story line.

- Uncover and develop logical or compelling detail to the story line.
- Study the context of the story line's time period.
- Design a complete image of characters.
- Explore sources for historical information.



Objective C: SCREEN WRITING
Write a script that unfolds the story line over time and from the point of view of a camera.

- Create dialogue between characters.
- Break down the story into scenes.
- Describe settings.
- Use screenplay format.

Standard 2 PRE-PRODUCTION
Students will organize and script out all the needs of the story line.



Objective A: BUDGETING
Configure needs, resources, expenses, and scheduling for the script.

- Assemble crews and divide tasks.
- Assess materials and help that are at hand and free of charge.
- Account and track expenses.
- Schedule all phases of the project to avoid wasting resources.



Objective B: CASTING
Search out appropriate actors, acting styles, and valuable interview sources.

- Arrange auditions, screen tests, and readings for parts.
- Cast doubles, stunts, and understudies where necessary.
- Research characters by actors selected for the parts.
- Coordinate interviews.
- Write effective interview questions.
- Prepare release forms.



Objective C: VISUALIZATION
Plan the appearance of the filmed script.

- Scout out appropriate and workable locations.
- Create storyboards to define the visual interpretation of the script scene by scene.
- Design/construct the sets.
- Create needed scenic painting.
- Find or create props.
- Design/create wardrobe, makeup, hairstyles.

- Plan and locate materials for visual effects and special effects.
- Plot obvious camera movements.

Standard 3 **PRODUCTION**

Students will orchestrate all teams, equipment, and sequences of the shoot.

☐

Objective A: *DIRECTING* **Orchestrate the film making team.**

- Choreograph the actors' positions and movements with the camera's movements.
- Coach performance and portrayal of character in relation to the story.
- Review the history of directorial styles.

☐

Objective B: *REHEARSAL* **Practice coordinating team tasks.**

- Refine characters.
- Develop characters' individual growth and relationships with each other.
- Troubleshoot and problem solve.

☐

Objective C: *LIGHTING AND SOUND* **Light the sets to enhance the expression or art of the story and capture sound.**

- Create mood through lighting.
- Create emphasis.
- Discover uses of ambient lighting and bouncing sources.
- Capture sound.

☐

Objective D: *SHOOTING* **Record collective efforts on film/video.**

- Pull all elements together and execute.
- Review and assess the dailies.
- Reshoot the pickups.

Standard 4 **POST-PRODUCTION**

Students will collect additional material, edit, and exhibit the film.

☐

Objective A: *COLLECTING* **Collect additional materials to support the story line.**

- Research available film and video archives.
- Shoot background and supporting sequences.
- Collect stills and documents.

☐

Objective B: *EDITING* **Enhance the recorded footage.**

- Arrange and cut scenes to enhance the telling of the story, tension, or continuity.
- Score music for mood and emphasis.
- Add sound effects, dubs, and quality control to the soundtrack for realism and clarity.
- Assess the efforts of editing by screening the modified film.

☐

Objective C: *PROMOTION* **Promote a screening.**

- Submit films to festival to assess audience reaction.
- Advertise film.
- Distribute film to public via theaters, Internet, and television.

FILM MAKING LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

[illegible]

Visual Arts Achievement Portfolio

Foundations I



(VA 1100)

Practice Develops Confidence

_____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Foundations I

This is the required Junior High/Middle School Visual Arts Core course. It is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art criticism, art history, and aesthetics.

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Photography (VA 1170)
	Jewelry (VA 1160)
	Ceramics (VA 1220)

Foundations I Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create works of art by experiencing a variety of art media and by learning the art elements and principles.



Objective A: Explore a variety of art media, techniques, and processes.

- Experiment with a variety of media, including current arts-related technologies.
- Experience the expressive possibilities of art media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.



Objective B: Create works of art that show the use of the art elements and principles.

- Create expressive works of art using art elements, including line, shape, form, value, and color.
- Create expressive works of art using the art principles, including balance, repetition, color relationships, and emphasis, to organize the art elements.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating works of art.



Objective A: Critique works of art.

- Describe artworks according to use of art elements and principles.
- Examine the functions of art.
- Interpret works of art.



Objective B: Evaluate works of art.

- Learn how to use aesthetic approaches to compare and discuss works of art.
- Evaluate works of art based on how they were created, effective use of the art elements and principles, fulfillment of functions, and expressive qualities.

Standard 3 EXPRESSING

Students will create meaning in art.



Objective A: Create content in works of art.

- Identify subject matter, themes, and content in works of art.
- Create works of art that show subject matter, themes, or individually conceived content.
- Express subject matter, themes, or content through applications of art media and by applying the art elements and principles.

☐**Objective B: Curate works of art ordered by medium and content.**

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in works of art through settings and other modes of learning.

☐**Objective A: Align works of art according to history, geography, and personal experience.**

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist views
- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist views of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of culture on works of art.

- Evaluate own relationship with artworks from various periods in history.

☐**Objective B: Synthesize art with other educational subjects.**

- Integrate the visual arts with dance, music, and theater.
- Explore how visual arts can be integrated across disciplines.

☐**Objective C: Evaluate the impact of art on life outside of school.**

- Examine careers related to visual arts.
- Predict how the visual arts can add quality to life and lifelong learning.

FOUNDATIONS I LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10
Independent 9
Fluent 8
Developing 7
Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

☐

This is the percentage of indicators the class completed:

☐

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
The space below is for written communication between student, teacher, and parent.

Visual Arts Achievement Portfolio

Foundations II

(VA 1200)



Practice Develops Confidence

Student
 Art Teacher
 Parent
 School and District

Description of Foundations II

This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and introduction to Visual Arts through studying a variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics.

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Photography (VA 1170)
	Jewelry (VA 1160)
	Ceramics (VA 1220)

Foundations II Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create works of art, manipulate art media, and organize images with the elements and principles of art.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of media, including current arts-related technologies.
- Select and analyze the expressive potential of art media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.



Objective B: Create works of art using art elements and principles.

- Create expressive works of art using art elements, including form, texture, value, and depth.
- Create expressive works of art using principles to organize the art elements, including unity and emphasis.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating works of art.



Objective A: Critique works of art.

- Analyze artworks regarding use of art elements and principles.
- Examine the functions of art.
- Interpret works of art.



Objective B: Evaluate works of art.

- Analyze and compare works of art using a variety of aesthetic approaches.
- Evaluate works of art based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will create meaning in art.



Objective A: Create content in works of art.

- Identify subject matter, metaphor, themes, symbols, and content in works of art.
- Create works of art that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of art media or art elements and principles that express content.



Objective B: Curate works of art ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in works of art through settings and other modes of learning.



Objective A: Align works of art according to history, geography, and personal experience.

- Use visual characteristics to group artworks into historical, social, and

cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.

- Analyze the impact of time, place, and culture on works of art.
- Evaluate own relationship with artworks from various periods in history.



Objective B: Synthesize art with other educational subjects.

- Integrate the visual arts with dance, music, and theater.
- Explore how visual arts can be integrated across disciplines.



Objective C: Evaluate the impact of art on life outside of school.

- Examine careers related to visual arts.
- Predict how the visual arts can add quality to life and lifelong learning.

FOUNDATIONS II LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:



This is the percentage of indicators the class completed:



For resources to support progress through this document visit:
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The space below is for written communication between student, teacher, and parent.

Visual Arts Achievement Portfolio

Jewelry

(VA 1160)



Practice Develops Confidence

_____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Jewelry

This course is for the High School Visual Arts Core Curriculum. Students are taught basic jewelry making skills such as filing, sawing, soldering, casting, and stone setting. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Photography (VA 1170)
Ceramics (VA 1220)	Jewelry (VA 1160)

Jewelry Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create jewelry by manipulating art media and by organizing images with the elements and principles.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of media including current arts-related technologies.
- Select and analyze the expressive potential of jewelry media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.



Objective B: Create jewelry using art elements and principles.

- Create expressive jewelry using art elements, including line, shape, form, and texture.
- Create expressive works of art using principles, including emphasis, contrast, balance, and unity, to organize the art elements.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating jewelry.



Objective A: Critique jewelry.

- Analyze works of jewelry according to use of art elements and principles.
- Examine the functions of jewelry.
- Interpret works of jewelry.



Objective B: Evaluate jewelry.

- Analyze and compare jewelry using a variety of aesthetic approaches.
- Evaluate jewelry based on its forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will create meaning in jewelry.



Objective A: Create content in jewelry.

- Identify subject matter, metaphor, themes, symbols, and content in jewelry.
- Create jewelry that effectively communicates subject matter,

metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of jewelry media or art elements and principles that express content.



Objective B: Curate jewelry ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit jewelry selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in jewelry through settings and other modes of learning.



Objective A: Align works of jewelry according to history, geography, and personal experience.

- Use visual characteristics to group artworks into historical, social, and

cultural context; e.g., cubist view of the Egyptians, tenebrism of the Broque.

- Analyze the impact of time, place, and culture on jewelry.
- Evaluate own relationship with jewelry from various periods in history.



Objective B: Synthesize jewelry with other educational subjects.

- Integrate jewelry with dance, music, and theater.
- Explore how jewelry can be integrated across disciplines.



Objective C: Evaluate the impact of jewelry on life outside of school.

- Examine careers related to jewelry.
- Predict how jewelry can add quality to life and lifelong learning.

JEWELRY LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:



This is the percentage of indicators the class completed:



For resources to support progress through this document visit:
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The space below is for written communication between student, teacher, and parent.

Visual Arts Achievement Portfolio



Painting

(VA 1150)

Practice Develops Confidence

_____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Painting

This course is for the High School Visual Arts Core Curriculum. Painting includes wet media with processes such as transparent and opaque painting and focuses on the operations of color. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Photography (VA 1170)
	Jewelry (VA 1160)
	Ceramics (VA 1220)

Painting Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**

Students will assemble and create paintings by manipulating art media and by organizing images with the elements and principles.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of painting media, including current arts-related technologies.
- Select and analyze the expressive potential of painting media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.



Objective B: Create paintings using art elements and principles.

- Create expressive paintings using art elements, including value and form.
- Create expressive paintings using art principles to organize the art elements, including aerial perspective, color relationships, emphasis, and mood.

Standard 2 **PERCEIVING**

Students will find meaning by analyzing, criticizing, and evaluating paintings.



Objective A: Critique paintings.

- Analyze paintings according to use of art elements and principles.
- Examine the functions of painting.
- Interpret paintings.



Objective B: Evaluate paintings.

- Analyze and compare paintings using a variety of aesthetic approaches.
- Evaluate paintings based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**

Students will create meaning in paintings.



Objective A: Create content in paintings.

- Identify subject matter, metaphor, themes, symbols, and content in paintings.
- Create paintings that effectively communicate subject matter,

metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of painting media or art elements and principles that express content.



Objective B: Curate paintings ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit paintings selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in painting through settings and other modes of learning.



Objective A: Align paintings according to history, geography, and personal experience.

- Use visual characteristics to group paintings into historical, social, and

cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.

- Analyze the impact of time, place, and culture on paintings.
- Evaluate own relationship with paintings from various periods in history.



Objective B: Synthesize painting with other educational subjects.

- Integrate painting with dance, music, and theater.
- Explore how painting can be integrated across disciplines.



Objective C: Evaluate the impact of painting on life outside of school.

- Examine careers related to painting.
- Predict how painting can add quality to life and lifelong learning.

PAINTING LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6



This is the average of the numbers recorded in the boxes to the left of the objectives:



This is the percentage of indicators the class completed:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

Visual Arts Achievement Portfolio



Practice Develops Confidence

Photography

(VA 1170)

____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Photography

This course is for the High School Visual Arts Core Curriculum. Photography includes the inventive use of light and photographic equipment to create art. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Sculpture (VA 1230)
	Photography (VA 1170)
	Ceramics (VA 1220)
	Jewelry (VA 1160)

Photography Student Achievement Portfolio

Media and equipment explored: _____

Standard 1 **MAKING**

Students will assemble and create photography by manipulating art media and by organizing images with the elements and principles.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of photo media including current arts-related technologies.
- Select and analyze the expressive potential of photo media, techniques, and processes.
- Practice safe and responsible use of photo media, equipment, and studio space.



Objective B: Create photography using art elements and principles.

- Create expressive photographs using art elements, including value, texture, contrast, and depth.
- Create expressive photographs using principles, including mood, emphasis, composition, and unity, to organize the art elements.

Standard 2 **PERCEIVING**

Students will find meaning by analyzing, criticizing, and evaluating photography.



Objective A: Critique photography.

- Analyze photos regarding use of art elements and principles.
- Examine the functions of photography.
- Interpret photography.



Objective B: Evaluate photography.

- Analyze and compare photography using a variety of aesthetic approaches.
- Evaluate photography based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 **EXPRESSING**

Students will create meaning in photography.



Objective A: Create content in photography.

- Identify subject matter, metaphor, themes, symbols, and content in photography.

- Create photography that effectively communicates subject matter, metaphor, themes, symbols, or individually conceived content.
- Create divergent, novel, or individually inspired applications of photo media or art elements and principles that express content.



Objective B: Curate works of art ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in works of art through settings and other modes of learning.



Objective A: Align works of photography according to history, geography, and personal experience.

- Use visual characteristics to group photography into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on photography.
- Evaluate own relationship with photography from various periods in history.



Objective B: Involve the creation of photography with other educational subjects.

- Integrate photography with dance, music, and theater.
- Explore how photography can be integrated across disciplines.



Objective C: Evaluate the impact of photography on life outside of school.

- Examine careers related to photography.
- Predict how photography can add quality to life and lifelong learning.

PHOTOGRAPHY LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

Visual Arts Achievement Portfolio

Printmaking

(VA 1130)



Practice Develops Confidence

____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Printmaking

This is an entry-level course for the High School Visual Arts Core Curriculum. Printmaking teaches how to make fine art prints using studio processes such as relief, intaglio, planography, and stencil. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Sculpture (VA 1230)
	Photography (VA 1170)
	Ceramics (VA 1220)
	Jewelry (VA 1160)

Printmaking Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create prints by manipulating printmaking media and by organizing images with the elements and principles.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of media, including current arts-related technologies.
- Select and analyze the expressive potential of printmaking media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.



Objective B: Create prints using art elements and principles.

- Create expressive prints using art elements, including line, value, texture, space, shape, form, and depth.
- Create expressive prints using principles, including repetition, emphasis, balance, and unity, to organize the art elements.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating prints.



Objective A: Critique printmaking.

- Analyze prints regarding the use of art elements and principles.
- Examine the functions of printmaking.
- Interpret prints.



Objective B: Evaluate printmaking and prints.

- Analyze and compare prints using a variety of aesthetic approaches.
- Evaluate printmaking based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will create meaning in prints.



Objective A: Create content in printmaking.

- Identify subject matter, metaphor, themes, symbols, and content in printmaking.
- Create prints that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of printmaking or art elements and principles that express content.



Objective B: Curate prints ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit printmaking selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 **CONTEXTUALIZING**
Students will find meaning in printmaking through settings and other modes of learning.



Objective A: Align prints according to history, geography, and personal experience.

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on printmaking.
- Evaluate own relationship with prints from various periods in history.



Objective B: Synthesize printmaking with other educational subjects.

- Integrate printmaking with dance, music, and theater.
- Explore how printmaking can be integrated across disciplines.



Objective C: Evaluate the impact of printmaking on life outside of school.

- Examine careers related to printmaking.
- Predict how printmaking can add to the quality of life and lifelong learning.

PRINTMAKING LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:



For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

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Visual Arts Achievement Portfolio



Sculpture

(VA 1230)

Practice Develops Confidence

____ Student
 _____ Art Teacher
 _____ Parent
 _____ School and District

Description of Sculpture

This course is for the High School Visual Arts Core Curriculum. Sculpture is an overview of basic skills used to create three-dimensional works of art. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Sculpture (VA 1230)
	Photography (VA 1170)
	Ceramics (VA 1220)
	Jewelry (VA 1160)

Sculpture Student Achievement Portfolio

Media explored: _____

Standard 1 **MAKING**

Students will assemble and create sculpture by manipulating art media and by organizing images with the elements and principles.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of sculpture media, including current arts-related technologies.
- Select and analyze the expressive potential of sculpture media, techniques, and processes.
- Practice safe and responsible use of art media, equipment, and studio space.



Objective B: Create sculpture using art elements and principles.

- Create expressive sculpture using art elements, including line, texture, form, negative space, and value.
- Create expressive sculptures using principles to organize the art elements, including unity, proportion, emphasis, and balance.

Standard 2 **PERCEIVING**

Students will find meaning by analyzing, criticizing, and evaluating sculpture.



Objective A: Critique sculpture.

- Analyze sculptures according to use of art elements and principles.
- Examine the functions of sculpture.
- Interpret sculptures.



Objective B: Evaluate sculpture.

- Analyze and compare sculptures using a variety of aesthetic approaches.
- Evaluate sculpture based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING
Students will create meaning in sculpture.



Objective A: Create content in sculpture.

- Identify subject matter, metaphor, themes, symbols, and content in sculpture.
- Create sculpture that effectively communicates subject matter,

metaphor, themes, symbols, or individually conceived content.

- Create divergent, novel, or individually inspired applications of sculpture or art elements and principles that express content.



Objective B: Curate sculpture ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or clear content.
- Exhibit sculpture selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in sculpture through settings and other modes of learning.



Objective A: Align sculptures according to history, geography, and personal experience.

- Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on sculpture.
- Evaluate own relationship with sculptures from various periods in history.



Objective B: Synthesize sculpture with other educational subjects.

- Integrate sculpture with dance, music, and theater.
- Explore how sculpture can be integrated across disciplines.



Objective C: Evaluate the impact of sculpture on life outside of school.

- Examine careers related to sculpture.
- Predict how sculpture can add quality to life and lifelong learning.

SCULPTURE LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:



For resources to support progress through this document visit:
<http://www.usoe.k12.ut.us/curr/FineArt>
 The space below is for written communication between student, teacher, and parent.

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Visual Arts Achievement Portfolio



Practice Develops Confidence

3-D Design

(VA 1110)

____ Student

____ Art Teacher

____ Parent

____ School and District

Description of 3-D Design

This course is for the High School Visual Arts Core Curriculum. 3-D Design provides an overview and introduction to fine crafts, their media, and the cultures they represent. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. *The prerequisite for this course is Foundations I or II.*

Explanation of Standards

There are two basic goals in a visual arts education: one, creating meaning in works of art, and two, perceiving meaning in works of art. The Utah State Visual Arts Core divides each of these goals into two standards. The resulting four art standards are Making, Perceiving, Expressing, and Contextualizing. These four divisions or standards organize the curriculum into manageable and related units and guide the student toward a deep and holistic comprehension of the Visual Arts. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include computers with art/graphics software, color printer, image projectors, and appropriate new technologies.

Listed below are all of the courses presented in the Visual Arts Core Curriculum. There are additional, elective courses such as AP Art History and Studio Art available in many schools.

Art History and Criticism (VA 1210)	Film Making (VA 1240)
Commercial Art and Electronic Media (VA 1250)	3-D Design (VA 1110)
Foundations I (VA 1100)	Foundations II (VA 1200)
Printmaking (VA 1130)	Drawing (VA 1140)
Painting (VA 1150)	Sculpture (VA 1230)
	Photography (VA 1170)
	Ceramics (VA 1220)
	Jewelry (VA 1160)

3-D Design Student Achievement Portfolio

Media explored: _____

Standard 1 MAKING

Students will assemble and create 3-D design by manipulating art media and by organizing images with the elements and principles.



Objective A: Refine techniques and processes in a variety of media.

- Experience and control a variety of 3-D design media, including current arts-related technologies.
- Select and analyze the expressive potential of 3-D design media, techniques, and processes.
- Practice safe and responsible use of 3-D design media, equipment, and studio space.



Objective B: Create 3-D design using art elements and principles.

- Create expressive 3-D design using art elements, including line, shape, texture, form, contrast, and unity.
- Create expressive 3-D design using art principles to organize the art elements, including emphasis, repetition, and unity.

Standard 2 PERCEIVING

Students will find meaning by analyzing, criticizing, and evaluating 3-D design.



Objective A: Critique 3-D design.

- Analyze 3-D designs regarding use of art elements and principles.
- Examine the functions of 3-D designs.
- Interpret 3-D designs.



Objective B: Evaluate 3-D design.

- Analyze and compare 3-D designs using a variety of aesthetic approaches.
- Evaluate 3-D designs based on their forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.

Standard 3 EXPRESSING

Students will create meaning in 3-D.



Objective A: Create content in 3-D design.

- Identify subject matter, metaphor, themes, symbols, and content in 3-D designs.

- Create 3-D designs that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.
- Create divergent, novel, or individually inspired applications of 3-D design media or art elements and principles that express content.



Objective B: Curate 3-D designs ordered by medium and content.

- Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.
- Exhibit 3-D designs selected by themes such as mastery of a medium, Core objectives, and significant content.

Standard 4 CONTEXTUALIZING
Students will find meaning in 3-D design through settings and other modes of learning.



Objective A: Align works of 3-D design according to history, geography, and personal experience.

- Use visual characteristics to group 3-D designs into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.
- Analyze the impact of time, place, and culture on 3-D design.
- Evaluate own relationship with 3-D designs from various periods in history.



Objective B: Synthesize 3-D design with other educational subjects.

- Integrate the 3-D design with dance, music, and theater.
- Explore how 3-D design can be integrated across disciplines.



Objective C: Evaluate the impact of 3-D design on life outside of school.

- Examine careers related to 3-D design.
- Predict how 3-D design can add quality to life and lifelong learning.

3-D DESIGN LEGEND

Each box to the left of the indicator contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the indicators:

This is the percentage of indicators the class completed:



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